University The Hashemite

Faculty of Nursing
(FON)

Course Syllabus

Psychosocial Aspects of Nursing Care

(2207011221)

FACULTY OF NURSING (FON)

COURSE SYLLABUS

DEPARTMENT: Community and Mental Health Department

[FIRST SEMESTER 2023-2024]

The Mission of The Hashemite University

The Hashemite University as a youthful and prominent higher education institution is committed to actively participate in achieving the goals of the comprehensive national development through preparing loyal men and women who are not only technically competent in their professional fields, but also life-long learners who have a breadth vision, loyalty to their nation, and a sense of civic and moral responsibility and a devotion to the fundamental values of human life.

The Vision of The Faculty of Nursing

The Faculty of Nursing will be a benchmark in nursing education and research at the national and international levels. Our graduates will be creative, skillful, caring, knowledgeable nurses who will lead for excellence in health care and health promotion of individuals, families and communities in collaboration with other health disciplines.

The Mission of The Faculty of Nursing

To offer a quality undergraduate program in nursing that prepare life-long competent, skillful, and adaptive leaders to develop, disseminate, and perform latest evidence- based quality nursing knowledge in promoting and protecting the health and well-being of all individuals, families and communities, improving nursing profession and developing health care system.

Core Values of The Faculty of Nursing

Our values are derived from the Islamic Arabic heritage and the nursing profession, which include:

Respect, Integrity, Professionalism, Caring, Excellence, Leadership Discipline.

1	**Course Title**	**Psychosocial Aspects of Nursing Care (Theory)**
2	**Course Number**	2207011221
3	**Credit Hours** (theory)	3 Credit Hours
	Contact Hours (theory)	Theoretical Hours/Week
4.	**Time / Class Room**	To be determined
5.	**Prerequisites**/co-requisites	Fundamentals of Nursing (150702131)
6.	**Program Title**	Bachelor's Degree in Nursing
7.	**Awarding Institution**	The Hashemite University
8.	**School**	Faculty of Nursing
9.	**Department**	Community and Mental Health Department
10.	**Level of Course**	Second Year
11.	**Other department(s) involved in teaching the course**	None
12.	**Language of Instruction**	English
13.	**Learning(teaching) Methods**	☐ Face to face ☒Blended (Face to face + Online learning) ☐Full online learning
14.	**If the course blended or full online; Forms(models) of Learning** (See Teaching Methods)	☐ 2+1: 2 Synchronous and 1 Asynchronous ☐ 1+2: 1 Synchronous and 2 Asynchronous ☒1+1: 1 Synchronous and 1 Asynchronous
15.	**Electronic Platform(s)**	☐Moodle ☒Microsoft Teams ☐Skype ☐Zoom ☐Others……
16.	**Date of production/revision**	2023-2024

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17. Course Description:
This course is designed to provide nursing students with essential knowledge and skills about the psychological and social aspects of nursing care. This course introduces students to the basic knowledge requirements for their professional and personal success related to nursing care across the wellness continuum for client systems across the lifespan. It also provides students with different strategies for systematic assessment, developing competency in selected psychosocial nursing interventions, and evaluating outcomes. Role development as a psychosocial nurse with attention to the needs of diverse populations is incorporated into this course. This course helps nursing students meet the challenges of providing care to individuals with various psychosocial needs. It offers special attention to psychological and sociocultural-spiritual issues throughout an individual's life span.

18. Course general Objective and Outcomes:

A. General objective:

The overall objective of this courses is to provide students with the knowledge and skills necessary to provide comprehensive care to patients related to stress and coping, crisis intervention, suicide clients, and grief and loss, abuse related to domestics, children, and dependent adults among others. In addition, the course will help students recognize foundation knowledge about concepts of personality development, complementary and psychosocial therapies, stress responses, and stress management. The course also promotes students to apply knowledge to problems with anxiety, anger, aggression, and violence; affect and mood; substance abuse; pain; family violence; and spiritual distress. By the end of this course, students will demonstrate the ability to assist clients in maintaining psychosocial integrity using the nursing process, as well as analyze interpersonal skills to meet the patient's psychosocial system needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments to maximize mental health and wellness. Thus, students will be able to develop these competencies and be equipped to handle various patient care situations.

A- Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

Student Learning Outcomes (SLO's)	
SLO 1: Utilize the nursing process to promote health, prevent diseases and provide holistic care of diverse individuals, families, and populations in various health care settings.	
Specific Course Objectives	● Demonstrate the ability to assist clients in maintaining psychosocial integrity, promote health and prevent disease using critical thinking skills and evidence-based knowledge. ● Apply the nursing process to provide professional, safe, and holistic nursing care for individuals, families and populations.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 2**: Person-Centered Care **Domain 3:** Population Health **Domain 5:** Quality & Safety **Domain 9:** Professionalism
Relevant JNC Standard & Core-Competencies	**1. Performance:** Professional Practice, Holistic Care **2. Knowledge:** Evidence-Based Knowledge, Critical Thinking
JNC Program Outcome Competencies	1.Safe and effective care environment 35% 2.Health Promotion\prevention and maintenance 15% 3.Physiological Integrity 35% 4. Psychosocial Integrity 10% 5. Global health and health economics 5%

Evaluation Methods	● Final Written exam ● In-course exam (Midterm) ● Class activities, assignments, and quizzes ● Case Presentation
SLO 2: Demonstrate competency and safety in providing professional, ethical and evidence-based nursing care to individuals, families and populations across life span and health continuum.	
Specific Course Objectives	● Discuss psychosocial health and wellbeing across lifespan and health continuum. ● Apply the basic psychosocial nursing knowledge and skills for the client in a manner consistent with the standards and scope of practice to ensure the delivery of safe and professional care for individuals, families, and populations. ● Appraise the ethical and legal issues based on the standard of professional, ethical, and evidence-base care.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 2**: Person-Centered Care **Domain 3:** Population Health **Domain 4:** Scholarship for Nursing Discipline **Domain 5:** Quality & Safety **Domain 9:** Professionalism
Relevant JNC Standard & Core-Competencies	**1. Performance:** Professional practice, Ethics, Accountability, Safety **2. Knowledge:** Evidence-Based Knowledge, Critical Thinking
JNC Program Outcome competencies	1. Safe and effective care environment 35% 2. Health Promotion\prevention and maintenance 15% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10% 5. Global health and health economics 5%
Evaluation Methods	● Final Written exam ● In-course exam (Midterm) ● Class activities, assignments, and quizzes ● Case Presentation
SLO 3: Demonstrate critical thinking and problem-solving skills in clinical decision making, planning, implementing and evaluating evidence-based nursing practice.	
Specific Course Objectives	● Apply critical thinking and problem-solving skills to meet the clients' psychosocial needs. ● Use critical thinking and problem-solving skills in clinical decision making, planning, implementing, and evaluating evidence-based psychosocial care.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 2:** Person-Centered Care

	Domain 4: Scholarship for Nursing Discipline **Domain 5:** Quality and Safety
Relevant JNC Standard &Core-Competencies	**1. Performance** **2. Knowledge:** Evidence-Based Knowledge, Critical Thinking
JNC Program Outcome Competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10%
Evaluation Methods	● Final Written exam ● In-course exam (Midterm) ● Class activities, assignments, and quizzes ● Case Presentation
SLO 4: Apply leadership principles, management skills and quality improvement techniques within the scope of professional practice to ensure quality client-centered care.	
Specific Course Objectives	● Identify the role of nurse in providing psychosocial nursing care for clients. ● Identify concepts associated with interprofessional collaboration to ensure quality client-centered care. ● Translate organizational, leadership, interprofessional collaboration, and management concepts into psychosocial nursing care.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 6:** Interprofessional Partnerships **Domain 7:** Systems-Based Practice **Domain 9:** Professionalism **Domain 10:** Personal, Professional, and Leadership Development
Relevant JNC Standard &Core-Competencies	**5. Leadership and Management:** Leadership and Management **1.Performance** **2. Knowledge**
JNC Program Outcome Competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10%
Evaluation Methods	● Final Written exam ● In-course exam (Midterm) ● Class activities, assignments, and quizzes ● Case Presentation
SLO 5: Collaborate professionally with individuals, families, communities, and members of the multi-disciplinary health care team to promote health.	
Specific Course Objectives	● Apply appropriate communication strategies with individuals, families, communities, and members of the multi-disciplinary health care team to promote clients' psychosocial health.

	● Develop a therapeutic relationship with clients.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 6:** Interprofessional Partnerships **Domain 9:** Professionalism
Relevant JNC Standard &Core-Competencies	**3. Relationship:** Communication, Therapeutic relationship, Collaboration, Coordination **1. Performance** **2. Knowledge**
JNC Program Outcome competencies	1. Safe and effective care environment 35% 2. Health Promotion\prevention and maintenance 15%
Evaluation Methods	● Final Written exam ● In-course exam (Mid-exam) ● Class activities, assignments, and quizzes ● Case Presentation
SLO 6: Utilize appropriate, cost-effective resources and use information and health care technologies in a variety of health care settings.	
Specific Course Objectives	● Understand concepts of personality development, complementary and psychosocial therapies, and effective stress management. ● Identify clients' teaching needs when planning psychosocial nursing care for clients utilizing cost effective resources, ● Use information and health care technologies as appropriate to support decision making related to promoting psychosocial care.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 7:** Systems-Based Practice **Domain 8:** Informatics and Healthcare Technologies **Domain 10:** Personal, Professional, and Leadership Development
Relevant JNC Standard &Core-Competencies	**6. Resource Utilization:** Evaluate safety, effectiveness, availability and cost benefits, Allocation of resources, Manage human, equipment and technologies resources. **1. Performance** **2. Knowledge** **3. Relationship** **4. Leadership and Management**

JNC Program Outcome competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10% 5. Global health and health economics 5%
Evaluation Methods	● Final Written exam ● In-course exam (Mid-exam) ● Class activities, assignments, and quizzes ● Case Presentation
SLO7: Demonstrate ability for professional growth, self-development, and performance improvement.	
Specific Course Objectives	● Identify key aspects of psychosocial nursing care. ● Identify personal attitudes, beliefs, values, and knowledge and skills needs that may influence the quality of psychosocial nursing care provided to clients.
Relevant AACN Domains	**Domain 1:** Knowledge for Nursing Practice **Domain 9:** Professionalism
Relevant JNC Standard & Core-Competencies	**4. Professional Development:** Promotes quality improvement program, Professional development, Continuing competence. **1. Performance** **2. Knowledge**
JNC Program Outcome competencies	1. Safe and effective care environment 35% 3. Physiological Integrity 35% 4. Psychosocial Integrity 10%
Evaluation Methods	● Final Written exam ● In-course exam (Mid-exam) ● Class activities, assignments, and quizzes ● Case Presentation

19- Teaching Methods and Assignments:

Teaching Methodologies: The following approaches that are guided by *Adult Learning Theory* will be used to achieve course objectives and related to the SLOs:	
Instructional Methods	**Learning Activities**
•Indirect Instruction	• Evidence-based articles • Case Study-based method • Activities and tasks such as watching educational videos • Literature searches and reviews
•Interactive Instruction	• Interactive lectures that integrate group discussion, role-play and in-class activities and audio-visual materials work, classroom discussions, presentation, brainstorming, and guided discussion to promote individual competencies in **critical thinking**, **problem solving** and **clinical judgment**.

	• E-learning using Moodle/ Microsoft Teams

20-Evaluation Methods and Course Requirements:

I. Evaluation Methods	
Exams	**Assigned Points**
Midterm Exam	40%
Final Exam	40%
Class activities, assignments, and quizzes	20%
Total	**100%**

21-Textbooks and Study Resources

Required Textbooks	
Title	**1. Psychological Foundation of Nursing**
Author(s)	Clement, I.
Publisher	Jaypee Brothers, Medical Publishers Pvt.
Year	2010
Edition	1st Edition
Title	**2. An Introduction to Psychological Care in Nursing and the Health Professions**
Author(s)	Priest, H.
Publisher	Routledge
Year	2011
Edition	1st Edition
Title	**3. Psychosocial Nursing for General Patient Care**
Author(s)	Gorman, L., & Sultan, D.
Publisher	F A Davis Company
Year	2008
Edition	3rd Edition
Title	**4. Psychosocial Aspects of Health Care**
Author(s)	Drench, M. E., Noonan, A., Sharby, N., & Ventura, S. H.
Publisher	Pearson
Year	2011
Edition	3rd Edition

Title	**5. Davis Advantage for Townsend's Essentials of Psychiatric Mental-Health Nursing Concepts of Care in Evidence-Based Practice**
Author(s)	Morgan, K. I.
Publisher	F.A. Davis Company
Year	2022
Edition	9th Edition
Title	**6. Psychosocial Nursing: A Guide to Nursing the Whole Person.**
Author(s)	Roberts, D.
Publisher	Open University Press
Year	2013
Edition	Unabridged Edition

Evidence-Based Articles

1. Wasserman, D., Iosue, M., Wuestefeld, A., & Carli, V. (2020). Adaptation of evidence-based suicide prevention strategies during and after the COVID-19 pandemic. *World psychiatry*, *19*(3), 294-306.
2. Gulzhaina, K. K., Algerim, K. N., Ospan, S. S., Hans, S. J., & Cox, N. B. C. (2018). Stress management techniques for students. *Advances in Social Science, Education and Humanities Research*, *198*(1), 47-56.
3. Khalil, D. D. (2009). Nurses' attitude towards 'difficult'and 'good'patients in eight public hospitals. *International Journal of Nursing Practice*, *15*(5), 437-443.
4. Mohammadi, F., Masoumi, Z., Oshvandi, K., Khazaei, S., & Bijani, M. (2022). Death anxiety, moral courage, and resilience in nursing students who care for COVID-19 patients: a cross-sectional study. *BMC Nursing*, *21*(1), 150.

Available university services that support achievement in the course:

1. Computers with internet access
2. E-library and electronic resources
3. Library resources
4. Audiovisual aid and well-equipped teaching halls

22-Grading Scale

I. Grading Scale

Note. In-course assessment mark is provided in two decimal points and the final exam marks in one decimal.

Letter Grade	Numeric Value	Range	Description
A+	4.00	> 88.0%	Exceptional performance

A	3.75	84.0 – 87.9	
A-	3.50	80.0 - 83.9	
B +	3.25	76.0 - 79.9	Very good performance
B	3.00	73.0 - 75.9	
B -	2.75	70.0 - 72.9	
C +	2.50	65.0 - 69.9	Satisfactory performance
C	2.25	60.0 - 64.9	
C -	2.00	57.0 - 59.9	
D +	1.75	54.0 - 56.9	Minimally acceptable performance
D	1.50	50.0 - 53.9	
F	0.0	<50.0	Unacceptable performance

23-Course Policies

Code of Ethics:

- Academic misconduct is defined as the use of any dishonest or deceitful means to gain some academic advantage or benefit. This can take many forms, including but not limited to, the following:
  - I. **Examinations**
    - a. Copying, or attempting to copy, from another student's work, or permitting another student to copy from your work.
    - b. Using notes of whatever kind in the formation of answers in a closed book examination.
    - c. Impersonation of another student in an examination, seminar or other form of presentation.
    - d. Disrupting the conduct of examinations by illegally obtaining access to examination papers or answers, and/or distribution of this material to others.
  - **II. Assignements**
    - a. *Copying:* Copying another person's answers in a paper, assignment, essay, etc. and presenting it as if it were the student's own work.
    - b. *Collusion:* Incorporating material into your work that was a results of working with others on an assignment which is intended to be an individual assignment.
    - c. *Plagiarism:* Using the thoughts, ideas, words, results, etc., of another person in a written assignment, without recognizing the source, as if it were the student's own work.

d. *Falsification:* altering data or Inventing data that have been obtained from legitimate sources

III. <u>Forging University Documents</u>

- Submitting or using forged academic documents or forged signatures for the purpose of personal gain or fraud. If a student commits an act of academic misconduct, whether defined above or of different nature, it may be documented and then one or more of the following penalties may be applied:
  a. Written warning.
  b. Deducting of an assignment or examination.
  c. An 'Zero' grade given to the assignment or examination.
  d. An 'F' grade given to the course.
  e. Suspension from the University for a Specified Period.
  f. Dismissal from the University.

Attendance, Preparation, and Participation Policy

A. It is the student's responsibility to attend all classes. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours.
B. Failure to attend classes without prior approval for whatever reason is considered as part of the percentage missed.
C. Students bear full responsibility for checking their own attendance record. Attendance records are kept.
D. Compulsory attendance is required for all in-course assessment and final examination. The examination will not be postponed for any student without an emergency reason or approved medical certificates.
E. Compulsory participation in discussions, written assignments, use of case scenarios and e-learning. Moodle) is expected to complete the course requirements.
F. Students should interact with the teacher on Moodle for discussion related to the content taught in the classroom. Students should register for the course work on Moodle and use it frequently for the teaching learning sessions and instructions. The students should actively involve in these interactive classroom and online learning sessions.
G. Absenteeism: Students who remain absent should meet the Course Co-ordinator. Those who are sick will produce a medical certificate certified by the University's Medical Center and submit it.

Clinical Policies (if applicable)

1. **Attendance:** students are expected to attend all classes and practice days. If a student cannot attend a class session or practice day, the instructor must be notified prior to that. Per the Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours. This is equal <u>to one day clinical.</u> Students are expected <u>to take written and clinical exams when scheduled</u>. If a student cannot attend a testing session, the faculty must be notified prior to the scheduled examination. Please refer to the Hashemite University's Student Handbook for further explanation. Also please note that it is a new university policy that if a student failed to take an examination as scheduled, there will be one

make-up examination. A committee of three examiners will present the students with a set of oral and written essay type questions. Only students with acceptable reasons (i.e., urgent medical condition approved by the University Health Center, death of a first-degree relative, etc.) for absence will have the opportunity for a make-up examination.

2. **Practice:** There is a set of guidelines for practical training that will also be provided to each student on a separate sheet to keep with them at hospitals. These guidelines include:

A. Practical training starts at 8:00 and ends at 2:00.

B. The student has to manage his/her own transportation to the hospital except for those who will be trained in specific areas (will be announced), a university bus will be ed.

C. The student has to wear the specified uniform and shoes at all times while at the hospital. The uniform must be clean and ironed properly.

D. All students have to maintain a professional appearance. This includes shaving for male students who do not grow their beards, and a proper haircut, and tied hair for female students, and for those who wear a scarf, it should not be left dangling.

E. It is the student's responsibility to maintain good personal hygiene.

F. Jean pants are not allowed as well as colored scarves other than cream or page.

G. Students are not allowed to chew gum or smoke in the clinical areas.

H. Students should have their break time as scheduled and shall not exceed that.

I. The following items are prohibited at clinical training: bracelets, rings other than the wedding ring, high heels or sandals, nail polish, long nails, and improper make-up.

J. Every student must have the following on a clinical day: a pocket-size note book, a pen, scissors, a torch, and a stethoscope.

K. The student has to inform either the nurse in-charge or the instructor when leaving his/her assigned clinical area.

L. Clinical seminar and case-studies will be started and ended according to the schedule. Students are expected to report to these learning activities on time.

M. Students are expected to use proper communication skills and to be cooperative with their instructors, colleagues, and other health team members.

N. **Students <u>Must NOT</u> perform the following:**

1. Perform venipuncture.
2. Take verbal orders or phone orders from physicians or laboratory reports.
3. Act as a witness to signing of documents (surgical permits, etc.)
4. Carry medication/narcotic keys.
5. Give any medications IV push
6. Add anticoagulant or insulin to IV solutions.
7. Insert or remove intestinal decompression tubes.
8. Insert or remove small lumen feeding tubes such as feeding tubes

Course Outline

WEEK 1			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Introduction to Psychosocial Nursing Care ◉ Aspects of Psychosocial Nursing Care	☙	☞
◉ WEEK 2			
Date	Subject	**Reading and Activities**	**Assignment And Exams**
	◉ Concepts of Personality Development	☙	☞
WEEK 3			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Stress Responses and Stress Management (Coping with Stress)	☙	☞
WEEK 4			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Psychosocial Response to Diseases	☙	☞
WEEK 5			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Psychosocial Skills	☙	☞
WEEK 6			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ The Aging Individual	☙	☞
WEEK 7			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**

	◉ Cultural Considerations: Implications for Psychosocial Nursing Care	☙	☞
WEEK 8			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Anger, Aggression, and Violence ◉ Problems with Anxiety, Anger, Affect and Mood, Substance Abuse, and within the Family (PTSD)	☙	☞
WEEK 9			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Nurses' Responses to Difficult Patient Behaviors	☙	☞
WEEK 10			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ The Bereaved Individual	☙	☞
WEEK 11			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Crisis Intervention ◉ Disaster Planning and Response- Psychosocial Impact ◉ The Disaster Victim/Patient	☙	☞
WEEK 12			

Date	Subject	Reading and Activities	Assignment And Exams
	◉ Complementary and Psychosocial Therapies	☙	☞
WEEK 13			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ Suicide Prevention ◉ Survivors of Abuse or Neglect	☙	☞
WEEK 14			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	◉ The Patient with Sleep Disturbances and Chronically Ill Patients	☙	☞
WEEK 15/16			
Date	**Subject**	**Reading and Activities**	**Assignment And Exams**
	Final Examination	**Examination**	**Examination**