

T6. Course Specification (CS)

Institution	Najran University	Date	7/8/1438
College/Department	College of nursing / Community and mental health nursing		

A. Course Identification and General Information:

1. Course title and code : Mental health nursing: 323- NUR -4			
2. Credit hours : 4 hours (2 theory + 2 practical)			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) Nursing Program			
4. Name of faculty member responsible for the course : Dr. Rehab Elsayed Mohammed			
5. Level/year at which this course is offered : 3rd year / 6th level			
6. Pre-requisites for this course (if any) : None			
7. Co-requisites for this course (if any) :None			
8. Location if not on main campus : Najran university campus (Medical colleges for girls). Najran university male campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="90%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other self-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
Comments :			

B. Objectives

1. What is the main purpose for this course?

At the end of this course the students will be able to acquire essential knowledge related to basic concepts of mental health nursing, principles of ethical and legal consideration of mental health nursing and recognizing early signs, causes, classifications and treatment of different psychotic & neurotic disorders.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

- Using problem solving strategy for teaching the course to improve students' abilities for creative thinking.
- Modify the course contents according to the results of new research in the mental health nursing.
- Providing update books & periodic journals.
- Encourage students to communicate actively through e-mail with lecturer.
- Encourage students to be active learner

C. Course Description (Note: General description in the form used in the Bulletin or handbook should be attached).

Course Description :

This course includes the basic concepts of mental health nursing, internalize the principles of ethical and legal consideration of mental health nursing. In addition, recognizing early signs, causes, classifications and treatment of different psychotic & neurotic disorders, more over demonstrating use of different methods of psychiatric treatment modalities.

1. Topics to be Covered :

List of Topics	No. of weeks	Contact hours
List of Theoretical Topics		
• Mental Health & mental illness	1	2
• Ethical & legal issues	1	2
• Concepts of stress, adaptation, coping & crisis intervention	1	2
• Concepts of psychobiology	1	2
• Nurse- client relationship	1	2
• Therapeutic communication	1	2

• Anger & aggression management	1	2
• Personality disorders	1	2
• Neurotic disorders	1.5	3
• Psychotic disorders	1.5	3
• Somatoform & dissociative disorders	1	2
• Psychiatric treatment	1	2
• Substance related disorders	1	2
• Nursing care for patient & families with mental retardation	1	2
Practical topics (hospital based 90 hours)		
• Lab demonstration & redemonstration	3	18
• Common psychiatric problems symptomatology	3	18
• Prepare and care for patients undergoing ECT	2	12
• Demonstrate physical restraints	3	18
• Care of patients with psychotic & neurotic disorders	3	18
• Psychiatric hospital activities	1	6
Total contact practical hours		90h

1.Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or studio	Practical	Other:	Total
Contact Hours	30	-----	18	72	-----	120
Credit	2	-----	2		-----	4

3-Additional private study/learning hours expected for students per week	6hr
--	-----

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table)

Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes.

Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain).

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Define all concepts related to mental health nursing including cultural and ethical concepts	<ul style="list-style-type: none"> Lectures Group discussion 	<ul style="list-style-type: none"> Written exam (quiz, midterm and final exam)
1.2	Identify the etiology and signs and symptoms of various mental problems affecting people	<ul style="list-style-type: none"> Lectures Group discussion 	<ul style="list-style-type: none"> Written exam (midterm and final exam)
2.0	Cognitive Skills		
2.1	Discuss the different types of nursing and treatment modalities according to patient types of behavior.	<ul style="list-style-type: none"> Lectures Group discussion Problem solving 	<ul style="list-style-type: none"> Written exam (midterm and final exam)
2.2	Differentiate between various psychotic and neurotic disorders	<ul style="list-style-type: none"> Lectures Group discussion Problem solving 	<ul style="list-style-type: none"> Written exam (midterm and final exam)
3.0	Interpersonal Skills & Responsibility		
3.1	Participate actively in discussion related to mental health nursing concepts	<ul style="list-style-type: none"> Discussions. Cooperative learning Active learning Group discussion 	<ul style="list-style-type: none"> Class participation checklist
4.0	Communication, Information Technology, Numerical		
4.1	Communicate professionally with the health team members, patients and family members.	<ul style="list-style-type: none"> Presentations. Group discussion. Cooperative learning- practical training for working in groups Active learning 	<ul style="list-style-type: none"> Presentation Observation checklist to evaluate the skills of communicating information to audience and response to questions..... Observation checklist to evaluate communication skills

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
			during execution of nursing procedures in lab (with peer members and preceptors) and in hospitals (with patients, family, members and head nurses <ul style="list-style-type: none"> • Student self evaluation using questionnaire
4.2	Search the internet for recent information related to mental health nursing	<ul style="list-style-type: none"> • Presentations. • Group discussion. • Self learning • Active learning 	<ul style="list-style-type: none"> • Presentation • Rubrics to evaluate adequacy suitability, novelty of references used to support the presented information
5.0	Psychomotor		
5.1	Provide safe, competent and efficient nursing care including preparing for ECT, and administering medication according to standard precautions.	<ul style="list-style-type: none"> • Demonstration, • Active learning • Self learning • Cooperative learning • Re-demonstration. • Role play, simulation 	<ul style="list-style-type: none"> • Midterm and final Practical exam • Area evaluation • Documentation

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5th week	5%
2	Midterm written exam	9th week	12%
3	Final written exam	18th week	35%
4	Class participation	Continuous	2%

7	Presentation	Continuous	5%
8	Documentation	Continuous	6%
9	Practical exam	11th week	8%
10	Area evaluation	Continuous	4%
11	Final practical exam	16th week	23%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- 4 office hours every week
- Student encourages communicating via e-mail or at office.
- Feedback on the results of periodic evaluations for each student

E. Learning Resources

1. List Required Textbooks :

- Jeffrey J., Joyce J., and Vickie, L.,(2012): Psychiatric-Mental Health Nursing: an international approach; 2nd ed.
- Mary C. Townsend , (2014): Essentials of Psychiatric /Mental Health Nursing; concepts of care in evidence based practice; 6th ed.

2. List Essential References Materials (Journals, Reports, etc.)

3. List Electronic Materials Web Sites, Facebook, Twitter, etc.

- <http://www.careplans.com>
- www.studentnurse.org.uk
- <http://www.nursingworld.org/aan>
- <http://www.britishjournalofnursing.com>

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

- Multimedia associated with the text books and the relevant websites

F. Facilities Required

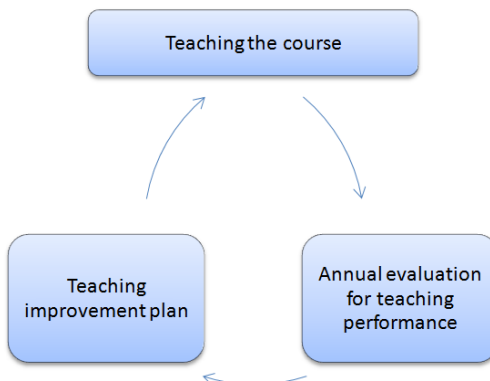
Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture room suitable for 30 students.
- Skill lab with max 15 students.
- Prepared lecture rooms with data show device with good ventilation and light
- laboratory is well equipped with facilities and supplies.

2. Computing resources (AV, data show, Smart Board, software, etc.) - Computer, data show in lecture hall.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) . <ul style="list-style-type: none"> library references and students' services Availability of computer systems and internet for student laboratory equipment <ul style="list-style-type: none"> All disposable equipment needed for nursing procedure e.g. (cotton, gloves, antiseptic solution and syringes.....etc.) . Physical restrain in the lab.

G. Course Evaluation and Improvement Processes :

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> Electronic University questionnaire for evaluation of the course on the official web site. Course evaluation by student. Students- faculty meetings
2. Other Strategies for Evaluation of Teaching by the Instructor or by the department. <ul style="list-style-type: none"> Peer observing teaching Evaluation by program coordinator. Teacher portfolio
3. Processes for Improvement of Teaching : <div style="text-align: center; margin: 20px;">  <pre> graph TD A[Teaching the course] --> B[Annual evaluation for teaching performance] B --> C[Teaching improvement plan] C --> A </pre> </div> <p>The program has an approved policy for improving quality and performance of teaching staff, which is built on three essential pillars:</p> <p>1- Insisting on involvement:</p> <p>All teaching staff must be committed as active participators in the implementation of both annual plans of research activities and community services. Participation in research and community activities will</p>

improve both the teaching staff performance and program outcomes. Teaching staff participations **must** be documented and kept in their own portfolios to be considered in the annual evaluation of their performance.

2- Lifelong learning and self-improvement:

The program encourages teaching staff to peruse promotions in their careers by conducting scientific researches and publish scientific papers in their area of specialty. Activities of self-improvement includes using of new teaching strategies, new assessment methods and/or development of the course contents. All the self-improvement activities **must** be documented and kept in their own portfolios to be included in the annual evaluation of the teaching staff performance.

3- Sharing knowledge and experience:

The program offers equal opportunities for all the teaching staff to attend the workshops organized by the university deanship of development and quality to meet their needs. The program adopted an approved criteria to maximize the benefit from those workshops.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Exam papers and evaluation process are reviewed by the Exams' evaluation committee; reports are discussed in the program committee to take corrective action.

1- For practical exams (to asses achievement of psychomotor,(Midterm and final Practical exam, area evaluation and documentation)

- Students' performance is evaluated by the exam committee which involves at least two teaching staff members using the observation checklist.

2- For the final written exam (to assess knowledge and cognitive skills):

The exam committee is responsible for verifying the following:

- Compliance of the question paper with the rules approved by the faculty council.
- Compliance of the weight for each question and its relevant ILO and Domain of learning with the approved assessment matrix in manual of processes and procedures.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

By the end of each semester:

- Course report is submitted to the head of the department including the results of related surveys and reports, improvement plan is to be designed and implementation is to be monitored by the head of the department.

Committee of program review and improvement conducts a comprehensive study on:

- Performance of current cohort with previous cohorts at the level of all the specialty

courses, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.

- Effectiveness of all the specialty courses in achieving program ILOs, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.

Name of instructor: Dr. Rehab Elsayed

Signature 

Date Report Completed: 7 / 8 / 1438 h

Name of field experience teaching staff: Mrs. Itidal al-Irgan

Signature 

Department coordinator: Dr. Nahid Khalil

Signature 

Date Report Completed: : 7 / 8 / 1438 h

Program coordinator Dr. Nahid Khalil

Signature 

Date Report Completed: : 7 / 8 / 1438 h

College Dean: Awad Al-Qahtani

Signature

Date Report Completed: : / / h