

T6. Course Specification (CS) توصيف المقرر

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

A. Course Identification and General Information: التعريف بالمقرر الدراسي ومعلومات عامة عنه:

1. Course title and code اسم ورمز المقرر الدراسي : Mental health nursing: 323- NUR -4
2. Credit hours عدد الساعات المعتمدة : 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) البرنامج أو البرامج التي يقدم ضمنها المقرر الدراسي. (إذا كان المقرر يقدم كمقرر اختياري عام في عدة برامج، بين ذلك بدلاً من إعداد قائمة بهذه البرامج) Nursing Program
4. Name of faculty member responsible for the course اسم عضو هيئة التدريس المسؤول عن المقرر الدراسي : Dr. Rehab Elsayed Mohammed
5. Level/year at which this course is offered المستوى أو السنة التي يقدم فيها المقرر الدراسي : (3rd year / 6th level)
6. Pre-requisites for this course (if any) المتطلبات السابقة لهذا المقرر (إن وجدت) : None
7. Co-requisites for this course (if any) المتطلبات المصاحبة لهذا المقرر (إن وجدت) : None
8. Location if not on main campus موقع تقديم المقرر إن لم يكن داخل المقر الرئيس للجامعة : Najran university campus (Medical colleges for girls).
9. Mode of Instruction (mark all that apply) نمط التدريس (ضع علامة على كل ما ينطبق)
a. Traditional classroom الفصل الدراسي التقليدي <input checked="" type="checkbox"/> What percentage النسبة المئوية ؟ <input type="text" value="90%"/>
b. Blended (traditional and online) التعليم المدمج (التقليدي + عبر الانترنت) <input type="checkbox"/> What percentage النسبة المئوية ؟ <input type="text"/>
c. e-learning التعليم الإلكتروني <input type="checkbox"/> What percentage النسبة المئوية ؟ <input type="text"/>
d. Correspondence التعليم بالمراسلة (عن بعد) <input type="checkbox"/> What percentage النسبة المئوية ؟ <input type="text"/>
f. Other طرق أخرى problem solving <input checked="" type="checkbox"/> What percentage النسبة المئوية ؟ <input type="text" value="10%"/>
Comments التعليق:

B. Objectives الأهداف

<p>1. What is the main purpose for this course ما هو الهدف الأساسي من هذا المقرر ؟</p> <p>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.</p>
<p>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)</p> <p>صف بإيجاز أية خطط يتم تنفيذها لتطوير وتحسين المقرر الدراسي . (مثل الاستخدام المتزايد لتقنية المعلومات أو مراجع الإنترنت، والتغييرات في المحتوى كنتيجة للأبحاث الجديدة في مجال الدراسة).</p> <ul style="list-style-type: none"> • 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). وصف المقرر الدراسي (ملاحظة: ينبغي إرفاق وصف عام كما يظهر في النشرة التعريفية أو الدليل).

<p>Course Description وصف المقرر :</p> <p>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.</p>

1. Topics to be Covered : الموضوعات التي ينبغي تغطيتها :		
List of Topics قائمة الموضوعات	List of Topics قائمة الموضوعات	List of Topics قائمة الموضوعات
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

2. Course components (total contact hours and credits per semester):
مكونات المقرر (اجمالي عدد الساعات الفعلية والوحدات المعتمدة لكل فصل دراسي):

	Lecture المحاضرة	Tutorial مجموعات صغيرة	Laboratory or studio المعمل أو الاستديو	Practical التطبيقي	Other: أخرى	Total الاجمالي
Contact Hours الساعات الفعلية	30	-----	18	72	-----	120
Credit الوحدات المعتمدة	2	-----	2		-----	4

3-Additional private study/learning hours expected for students per week
ساعات الدراسة الخاصة / ساعات التعلم الإضافية المتوقعة من الطالب أسبوعياً

6hr

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy.
مخرجات تعلم المقرر وفقاً لمجالات التعلم بالاطار الوطني للمؤهلات واتساقها مع أساليب التقييم واستراتيجيات التدريس.

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

في الجدول الموضح أدناه يوجد خمس مجالات للتعلم مرقمة في العمود الأيسر.

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

أولاً، يجب ان توضع مخرجات تعلم المقرر القابلة للقياس امام مجال التعلم المناسب (انظر المقترحات في الجدول أدناه).

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

ثانياً، ادخل استراتيجيات التدريس التي تتماشى وتتسق مع اساليب التقييم ومخرجات التعلم المستهدفة

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).

ثالثاً، ضع اساليب التقييم المناسبة التي تقيس وتقيم بدقة مخرج التعلم . كل مخرج تعلم للمقرر واسلوب تقييمه واستراتيجية التدريس يجب ان تتسق مع بعضها كعملية متكاملة للتعلم والتعلم. (ليس من الضروري ان تحتوى المقررات على مخرجات تعلم من كل مجال من مجالات التعلم).

Code # مسلسل	NQF Learning Domains And Course Learning Outcomes مجالات التعلم وفق الإطار الوطني للمؤهلات ومخرجات تعلم المقرر	Course Teaching Strategies استراتيجيات التدريس	Course Assessment Methods أساليب التقييم
1.0	Knowledge المعرفة		
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 sign and symptoms various mental problems that 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 المهارات الإدراكية		
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 مهارات التعامل مع الآخرين وتحمل المسؤولية		
3.1	Participate actively in discussion related to mental health nursing concepts	<ul style="list-style-type: none"> Discussions. 	<ul style="list-style-type: none"> Class participation
4.0	Communication, Information Technology, Numerical مهارات الاتصال و تقنية المعلومات والمهارات العددية		
4.1	Communicate professionally with the health team members, patients and family members.	<ul style="list-style-type: none"> Presentations. Group discussion. 	<ul style="list-style-type: none"> Presentation
4.2	Search the internet for recent information related to mental health	<ul style="list-style-type: none"> Presentations. Group 	<ul style="list-style-type: none"> Presentation

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	nursing	discussion.	
5.0	Psychomotor المهارات النفسحركية		
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. • Re-demonstration. • Role play, simulation 	<ul style="list-style-type: none"> • Midterm and final Practical exam • Area evaluation

5. Schedule of Assessment Tasks for Students During the Semester

الجدول الزمني للمهام التي يقيم من خلالها الطلبة أثناء الفصل الدراسي

	Assessment task (e.g. essay, test, Quizzes, group project, examination, speech, oral presentation, etc.) مهام التقييم (مثل: كتابة مقال – اختبار – اختبارات قصيرة- مشروع جماعي – اختبار نهائي – خطبة، عرض تقديمي شفوي.....الخ)	Week Due أسبوع استحقاق التقييم	Proportion of Total Assessment النسبة من التقييم الكلي
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 الإرشاد الأكاديمي والدعم الطلابي

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)

ترتيبات ضمان إتاحة أعضاء هيئة التدريس للاستشارات والإرشاد الأكاديمي الفردي للطلبة (أذكر قدر الوقت الذي يتوقع أن يتواجد خلاله أعضاء هيئة التدريس لهذا الغرض في كل أسبوع).

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

E. Learning Resources مصادر التعلم

1. List Required Textbooks قائمة الكتب المقررة المطلوبة :

- 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.)

قائمة المراجع الأساسية (الدوريات العلمية- والتقارير – وغيرها)

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

قائمة المصادر الإلكترونية، مواقع الإنترنت، فيس بوك، تويتر، ... الخ

- <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.

مواد تعليمية أخرى مثل البرامج المعتمدة على الحاسب الآلي/الأسطوانات المدمجة، والمعايير المهنية أو اللوائح التنظيمية والبرمجيات.

- Multimedia associated with the text books and the relevant websites

F. Facilities Required المرافق اللازمة

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.)

حدد متطلبات المقرر الدراسي بما في ذلك حجم فصول الدراسة والمختبرات (أي: عدد المقاعد داخل الفصول الدراسية والمختبرات، وعدد أجهزة الحاسب الآلي المطلوب توفيرها... إلخ).

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
المرافق التعليمية (قاعات المحاضرات، المختبرات، حجرات / معامل العروض...الخ):

- 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.)

التجهيزات الحاسوبية (أجهزة الصوت والصورة- الداتا شو – السبورة الذكية- السوفت وير(البرمجيات).

- Computer lab

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)
مصادر أخرى (حددها...مثل: الحاجة إلى تجهيزات مختبر معينة، اذكرها، أو أرفق قائمة بها)

- library references and students' services
- Availability of computer systems and internet for student

laboratory equipment

- 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 تقييم المقرر الدراسي وعمليات تحسينه

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

استراتيجيات الحصول على التغذية الراجعة من الطلاب بخصوص فعالية التدريس

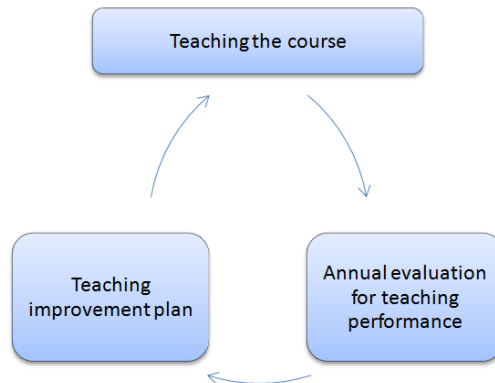
- Electronic University questionnaire for evaluation of the course **on the official web site.**
- Course evaluation by student.
- Students- faculty meetings

2. Other Strategies for Evaluation of Teaching by the Instructor or by the department.

استراتيجيات أخرى لتقييم عملية التدريس من قبل عضو هيئة التدريس أو القسم.

- Peer observing teaching
- Evaluation by program coordinator.
- Teacher portfolio

3. Processes for Improvement of Teaching : عمليات تحسين التدريس



The program has an approved policy for improving quality and performance of teaching staff, which is built on three essential pillars:

1- Insisting on involvement:

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 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, communication and interpersonal skills):

- Students' performance is evaluated by the exam committee which involve 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.

3- For overall achievement of the course ILOs

- Indirect evaluation for student's overall achievement of the course ILO's is conducted by the end of the course and before final exams using self-assessment survey (to be filled by the students).

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement : صف ترتيبات التخطيط للمراجعة الدورية لمدى فعالية المقرر الدراسي والتخطيط للتحسين

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 اسم استاذ المقرر: **Dr. Rehab Elsayed**

Signature التوقيع: **Rehab Elsayed** Date Report Completed تاريخ إكمال التقرير: 7/8/1438

Name of field experience teaching staff اسم أعضاء هيئة تدريس الخبرة الميدانية: **Itidal al-Irgan**

Program coordinator منسق البرنامج: **Dr. Nahid Khalil**

Signature التوقيع: _____ Date received تاريخ الاستلام: _____