



# Course Specification

(Bachelor)

Course Title **Psychology for Health Sciences**

Course Code: **PHE26261**

Program: **Bachelor of Sciences in Public Health**

Department: **Public Health**

College: **Applied Medical Sciences**

Institution: **University of Bisha**

Version: **1**

Last Revision Date: **2-8-2023**





## Table of Contents

A. General information about the course: .....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods .....	4
C. Course Content .....	4
D. Students Assessment Activities .....	5
E. Learning Resources and Facilities .....	5
F. Assessment of Course Quality .....	5
G. Specification Approval .....	6





## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
<b>3 (3+0)</b>					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered: 3rd level 2<sup>nd</sup> year</b>					
<b>4. Course general Description:</b>					
Explores the major psychological concepts, principles and theories essential to health sciences.					
<b>5. Pre-requirements for this course (if any):</b>					
NA					
<b>6. Co-requirements for this course (if any):</b>					
NA					
<b>7. Course Main Objective(s):</b>					
<ul style="list-style-type: none"> <li>• Present theoretical underpinnings of the major areas of psychology.</li> <li>• Explain different models of human behavior based on science versus intuition or general ways of knowing.</li> <li>• Describe connections between knowledge gained in Psychology to everyday life.</li> </ul>					

### 2. Teaching mode

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	38	84.4%
2	E-learning	4	8.9%
3	Tutorial		
4	Interactive learning	3	6.7%
5	Practical		

### 3. Contact Hours

No	Activity	Contact Hours
1.	Lectures	38
2.	E-learning	4
3.	Practical	
4.	Interactive learning	3
5.	Seminars	





6.	Self-Learning	67.5
<b>Total</b>		<b>112.5</b>

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Discuss basic terminology, concepts and principles of Psychology.	K2	Lecture-discussion,	Written assessment
1.2	Identify the major fields of study and theoretical perspectives within psychology including their similarities and differences.	K2	Active learning strategies	
<b>2.0</b>	<b>Skills</b>			
2.1	Apply psychological theories in assessing and predicting changes in human behavior.	S3	Lecture-discussion,	Written assessment
2.2	Assess personality and personal relationships based on psychological theories and principles.	S3	Active learning strategies	
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate ethical standards, integrity and professionalism when writing a paper and evaluating a specific psychological topic.	V2	Lectures	In class evaluation

## C. Course Content

No	List of Topics (Theory)	Contact Hours
1	The Science of Psychology	3
2	Learning	3
3	Memory	3
4	Developmental Psychology	4.5
5	Personality Theories and Assessment	4.5
6	Health and Health Psychology	6
7	Social Psychology	6
8	Communication in Health Care Practice	3
9	Stress and Coping	3





10	Abnormal Psychology	6
11	Loss	3
<b>Total</b>		<b>30</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes (2)	4/10	10%
2.	Blackboard blogs/Field visit report	13	10%
3.	Midterm Examination	8	30%
4.	Final Examination	16	50%
<b>Total</b>			<b>100%</b>

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

<b>Essential References</b>	Griggs, R. A (2016). <b><i>Psychology: A Concise Introduction</i></b> (5 <sup>th</sup> ed.) New York, NY. ISBN: 978-1464192166
<b>Supportive References</b>	Barkway, P., (2013). Psychology for Health Professionals (2nd ed.) Elsevier Australia ISBN: 9780729541565
<b>Electronic Materials</b>	Chortle.ccsu.edu/java5/cs151java.html Google, Altavista, Medline.
<b>Other Learning Materials</b>	1. Saudi digital library

##### 2. Required Facilities and equipment

Items	Resources
<b>facilities</b>	1. Middle size classroom well-equipped laboratory
<b>Technology equipment</b>	1. Multimedia projector • Smart board
<b>Other equipment</b>	• NA

#### F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students, Faculty, Quality committee	Direct / indirect - Using well-structured questionnaire





Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of student's assessment	Faculty members Peer Reviewer	Direct / indirect - Continuous reviewing and course portfolio
Quality of learning resources	Faculty members Curriculum committee	Direct / indirect - Annual review course report
The extent to which CLOs have been achieved	Course coordinator	Direct / indirect

### G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	PH DEPARTMENT BOARD
<b>REFERENCE NO.</b>	
<b>DATE</b>	

