

Psychology Template

Semester/Term				
Course Unit/Module Code:				
Course Unit/Module Name:	Psychology 1			
Credit Value:	2			
Core/Optional	Core			
Pre-requisites				
Hourly Breakdown	Theory	Practical	Total Notional hours	Independent learning
	22.5	15	125	87.5
Intended Learning Outcomes:				
At the completion of this course students will be able to:				
General Learning Objectives:				
<ol style="list-style-type: none"> 1. Demonstrate comprehensive knowledge and critically analyze current theoretical and practical frameworks and perspectives of psychology. 2. Construct and sustain arguments on the importance of psychology in the treatment and care of patients and their families. 3. Demonstrate self-direction and confidence in applying acquired knowledge about psychology to solve existing and new challenges and improve healthcare practices. 4. Examine and analyze the various factors that accompany a diagnosis to plan and implement appropriate strategies that influence the provision of care. 5. Take initiative and demonstrate accountability in critically evaluating the facilitation of the Acceptance and Commitment Therapy (ACT) approach in the effective care of patients and their families. 6. Compiling acquired and previous knowledge in order to provide a more comprehensive treatment approach from a psychological perspective. 				
Specific Learning Objectives:				
<ul style="list-style-type: none"> ☐ Explain the role of psychology and its importance for patients and their families. ☐ Apply a psychological approach to the assessment, planning and implementation of care for patients and their families. 				

- ☐ Discuss the main psychological theories of health behavior and be able to apply these when working with patients.
- ☐ Explain the typical aging process with regards to physical, cognitive, socio-emotional and personality functioning.
- ☐ Differentiate between age-related typical and atypical changes to physical, cognitive, socio-emotional and personality functioning.
- ☐ Demonstrate understanding of basic cognitive functioning in the areas of perception, attention, memory and language.
- ☐ Explain how culture shapes the experience and meaning of life and death.
- ☐ Discuss the role of spirituality, religion, family and the community in caregiving practices for patients with Neurodegenerative disorders (NDDs).
- ☐ Explain how patients and their families experience the prospect of death and dying.
- ☐ Explain the characteristics and stages of loss, bereavement and grief, and how they are expressed.
- ☐ Explain how to support family and friends in coping with grief.
- ☐ Apply the basic principles and techniques of ACT in Neurodegenerative healthcare settings.
- ☐ Identify the benefits and challenges of caregiving.
- ☐ Appraise the importance of self-care for the health and wellbeing of professional and family caregivers including identifying the signs of burnout.
- ☐ Discuss the impact of NDDs on the family, and provide necessary support.

Course Content: (Main Units/Lessons and Sub topics)

- Unit 1: Introduction
- Unit 2: Theories of Health Behavior
- Unit 3: Psychology of Aging
- Unit 4: Cultural and Religious Considerations in Person-Centered Care
- Unit 5: Understanding Grief and Loss
- Unit 6: Counseling Skills and Psychotherapy
- Unit 7: Psychopathology

Teaching /Learning Methods:

Better to use the blended approaches (since it is asked in the application as a %). Give the approaches in %.

Lectures: 30.2%

Practical (role-play/group discussions/small-group discussions/problem-based learning): 9.3%

Self-study: 60.5%

Assessment Strategy: (Details: quizzes %, mid-term %, end course unit %, end term/year % ,other % (specify); Theory (%), Practical (%), Thesis (%), Viva (%), Other (%) (number of questions, type, time allocation and % marks to be given)

Marks allocated for the evaluation of continuous assessment shall be within 20-40% and end semester examinations shall be within 60%-80%.

Summative Assessment

Continuous assessments
In class 30%

End course assessment
Final practical exam 70%

Recommended Reading – Mandatory and Optional

(Books, E Books, Journals, Magazines, Web Based teaching material and sites):

- ❑ *Introduction to Psychology* by University of Minnesota (2015), [Introduction to Psychology - Open Textbook Library \(umn.edu\)](#)
- ❑ Sternberg, R.J. & Sternberg, K. (2012). *Cognitive Psychology* (6th edition). Belmont, CA: Cengage Learning, [Cognitive Psychology, 6th ed. \(um.ac.ir\)](#)
- ❑ Lally, M. & Valentine-French, S. (2019). *Lifespan Development* (2nd edition). California, USA: Creative Commons, [LifespanDevelopment.pdf \(clcillinois.edu\)](#)
- ❑ The physical, mental and psychological impact of caring (pdf)
- ❑ Psychological Interventions for Carers of People with Dementia: A systematic Review of Quantitative and Qualitative Evidence, BACP (2012) (pdf)
- ❑ Understanding the value and impacts of informal care for people living with poor mental health (2020), EUFAMI (pdf)
- ❑ The 36-Hour Day - https://books.google.ee/books/about/The_36_Hour_Day.html?id=xieMDgAAQBAJ&printsec=frontcover&source=kp_read_button&hl=en&redir_esc=y

Template - Detailed curriculum

Course module code and name – Psychology					
Credits – 2					
Total time allocation –					
Unit no and name	Unit objectives	Lesson plan in brief (lesson content)	Allocated time (hrs) (for each lesson)	Teaching learning methods	Method of assessment
1 - Introduction	<p>Understand neurodegenerative disorders from a psychological perspective.</p> <p>Understand the role of psychology and its importance for patients and their families.</p> <p>Apply a psychological approach to the assessment, planning and implementation of care for patients and their families.</p>	<ul style="list-style-type: none"> ☐ Overview of learning objectives and breakdown of modules/hours etc. ☐ Syllabus, outline, expectations ☐ What makes us who we are? ☐ NDDs effect on who we are (NHS handout) ☐ The relevance of Psychology skills for caring for patients with NDD ☐ General overview of course 	<p>Theory - 1</p> <p>Independent learning - 2</p>	Lecture	N/A

2 - Theories of Health Behavior	<p>Understand the main psychological theories of health behavior and be able to apply these when working with patients.</p>	<ul style="list-style-type: none"> ☐ The Transtheoretical model/stages of change ☐ The Health Belief model ☐ Common Sense model of Self-regulation 	<p>Theory - 3 Independent learning - 6</p>	<p>Interactive presentations/Lectures</p> <p>Activities</p> <p>Audiovisual material</p> <p>Weblinks</p>	
3 - Psychology of Aging	<p>Acquire knowledge about the typical aging process with regards to physical, cognitive, socio-emotional and personality functioning.</p> <p>Differentiate between age-related typical and atypical changes to physical, cognitive, socio-emotional and personality functioning.</p> <p>Obtain an understanding of basic cognitive functioning in the areas of perception, attention,</p>	<ul style="list-style-type: none"> ☐ Theories of Aging ☐ Primary Aging; programmed theories <ul style="list-style-type: none"> ○ Genetics ○ Cellular clock theory ○ DNA damage etc. ☐ Secondary Aging <ul style="list-style-type: none"> ○ Damage theories (aging as the outcome of wear and tear) ☐ Social factors in aging ☐ Relationships ☐ Death and dying (sociocultural and psychological perspectives) ☐ Basic processes in cognitive functioning 	<p>Theory – 5 Practical - 1 Independent learning - 10</p>	<p>Interactive presentations</p> <p>Activities</p> <p>Audiovisual material</p> <p>Weblinks</p>	

	memory and language.	<p>(perception/attention/learning/memory/language)</p> <ul style="list-style-type: none"> ☑ Lifestyle Choices ☑ Normal aging - discussion about typical changes with age <ul style="list-style-type: none"> ○ Life expectancy vs lifespan ○ Life expectancy by country ○ Life expectancy by sex and ethnicity ○ Gender differences ○ Lifestyle choices 			
4 - Cultural and Religious Considerations in Relation to the Provision of Psychosocial care	<p>Understand how culture shapes the experience and meaning of life and death.</p> <p>Acknowledge the role of spirituality, religion, family and the community in caregiving practices for patients with NDDs.</p>	<ul style="list-style-type: none"> ☑ Meaning of life and death <ul style="list-style-type: none"> ○ Cultural differences in end-of-life decisions ○ Attitudes about death and dying change as people age ○ Funeral ritual in different religions 	Theory - 2 Independent learning - 4	<p>Interactive presentations</p> <p>Activities</p> <p>Audiovisual material</p> <p>Weblinks</p>	

		<ul style="list-style-type: none"> ○ New practice of green burials ☒ Spiritual and religious care <ul style="list-style-type: none"> ○ Family and community involvement in caregiving and death ○ After death community and family ☒ Language and communication <ul style="list-style-type: none"> ○ Announcing death ☒ Global perspective 			
5 - Understanding Grief and Loss	<p>Understand how patients and their families experience the prospect of death and dying.</p> <p>Understand the characteristics and stages of loss, bereavement and grief, and how they are expressed.</p> <p>Support family and friends in coping with grief.</p>	<ul style="list-style-type: none"> ☒ Differentiate between grief, bereavement and mourning (+ 4 tasks of mourning) ☒ Stages of Loss Kubler Ross model and criticisms ☒ Dysfunctional grieving ☒ Expressing grief – supporting the grieving process as a practitioner ☒ Tackling avoidance ☒ Confronting difficult decisions 	Theory – 1 Practical - 3 Independent learning - 6	<p>Interactive presentations</p> <p>Activities</p> <p>Audiovisual material</p> <p>Weblinks</p>	

		<ul style="list-style-type: none"> ☐ Importance of support groups (possibly adapt the above to NDDs) 			
6 - Counselling Skills and Psychotherapy	Understand and be able to apply the basic principles and techniques of ACT for patients with NDDs.	<p>Basic Counselling Skills ACT</p> <ul style="list-style-type: none"> ☐ Basic principles of ACT ☐ Core clinical processes (present moment awareness, dimensions of self, diffusion, acceptance, connecting with values, committed action) <p>Counselling Techniques</p> <ul style="list-style-type: none"> ☐ Mindfulness & relaxation techniques ☐ Other culture-specific techniques (i.e., basic counselling from Sri Lankan perspective) 	Theory - 5 Practical - 13 Independent learning - 20	<p>Interactive presentations</p> <p>Workshops / Activities / Role Play</p> <p>Discussions</p> <p>Audiovisual material</p> <p>Weblinks</p>	
7 - Psychopathology		<p>What is psychopathology? Signs of psychopathology Diagnostic system (how to use) Anxiety & depression Delirium (side note – raising awareness) Somatoform Signs of stress for carers (Burnout) Treatment options (culture-specific)</p>	Theory – 3.5 Independent learning - 4		

