MY TEACHING DOSSIER

Dr. Arnel Bañaga Salgado

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Useful Links:
1. **myTrueProfile:** https://member.trueprofile.io/true-profile/820678744633e79648f442242ae29de
2. **My Complete CV:** http://www.ifeet.org/files/v.1ABS02022022-CV-of-Dr.-Arnel-Banaga-Salgado.pdf

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Teaching Dossier

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A. Teaching Dossier Summary

This dossier highlights all my qualifications in teaching, administration, and clinical practice. I will also present evidence of my professional and academic qualifications, experiences, achievements, teaching and research philosophies, scholarship, developed curriculum, authorship, and research publications. This dossier will also give a glimpse of my scholarship contributions particularly on book authorship as well as community involvement including the accolade and recognitions given by established institutions and media entities.

B. Professional Doctoral Qualifications

Since I am employed by the government of the United Arab Emirates as an assistant professor in one of its local universities, the government required equivalency from the Ministry of Education *(Appendix 1)* of all my academic certificates as well as a positive Primary Source Verification (PSV) of all my credentials through Dataflow. Some UAE government entities rely on DataFlow Group to check the authenticity of qualifications since it has emerged as the leading international provider to do background screening and immigration compliance solutions in order to guarantee the highest levels of information integrity that we present to the licensing authorities. As such, all my five-degree certificates and the two professional doctoral degrees have been positively verified by Dataflow, CrossCheck, and recorded in perpetuity at myTrueProfile *(Appendix 2)*, as such:

  a. **Doctor of Education (EdD).** This professional doctoral degree prepared me to become a practitioner in educational leadership and management roles such as basic and postsecondary education administrator and chief academic officer, i.e. as a senior-level professional who drives and develops strategies that help my organization to meet its critical business and academic goals *(Appendix 3)*.

  b. **Doctor of Psychology (PsyD).** This professional doctoral degree prepared me to have a direct practice in clinical psychology that allowed me to apply scientific knowledge and deliver empirically-based service to individuals, groups, and organizations using eclectic techniques and other forms of psychotherapies *(Appendix 4).*

C. Brief Biographical Background

I am an experienced academic, college dean, school administrator, principal, practitioner, and clinician. I have a very strong academic background in educational management and leadership with a professional doctoral degree in education. I am also educated and trained as a clinical and school psychologist with a professional doctoral degree in psychology. Every so often, I conduct counseling and psychotherapy sessions using eclectic techniques. Currently, I am involved in the indigenization of psychological inventories, psychometric testing, and psychological test scale inventory development. As a nurse-psychologist and licensed professional teacher, I taught courses ranging from undergraduate to doctoral courses in many recognized schools, university colleges, and universities all over the world helping students to be trained in their chosen careers and achieve their full potentials.

Like the founder of psychiatric nursing, Dr. Hildegard E. Peplau who was a nurse and a clinical psychologist, I too was encouraged to become a school and clinical psychologist after getting my nursing and teaching qualifications to further address the psychological and mental health needs of my patients. At some point, I also entered a catholic seminary and was educated in philosophy and theology. This religious instruction and seminary education helped me to place God above all in my endeavors and be compassionate and understanding to the predicament of my students.

At present, I am engaged in several research projects as an individual researcher and collaborator. Among the projects that I am working on now are *"The Psychology of SHARED Consciousness"; "The Development of SHARED Theory as a New Model of Nursing Care"; and the "The Psychology of the Migrant Workers".* I am quite comfortable in coming out with original subjects and research projects since I am trained in my graduate studies to come out with the indigenization of new psychometric tests and theory development.

My education, experiences, and training allowed me to practice the three-pronged career that helped me become a productive member of the community.

D. Statement of Teaching Philosophy

Education is a fundamental right of any human being. Every person deserves the best education that he can receive from his teachers. As a teacher with experience for more than three decades both in pedagogy and andragogy, I believe that I can help in bringing the potential of each student in the classroom primarily using the approach initiated by Howard Gardner on multiple intelligence and the approach on individualized learning where the teacher is acting only as a facilitator and not the giver of knowledge. It is my belief that the students can achieve pull potentials by self-discovery, experiential and praxis learning.

In delivering the learning materials to the students, I used several approaches like Team-Based Learning (TBL), Case-Based Learning (CBL), and Problem Based Learning

(PBL) which I am competent to use. I can also train other teachers who may want these teaching strategies if they want to apply these methods in their classrooms.

In assessing the progress towards reaching excellence and high expectations that I demand from each student, I offer them multiple opportunities for success. Taking into account their diverse learning styles, I provide my students with some outlets to demonstrate their mastery of the subject through presentations that can be observed in the PBL, TBL, and CBL approaches. Collaborative efforts allow us to learn from each other, to improve as guides on our quest to educate and to offer the most relevant education possible for our students. When we accomplish our goals to instill a passion for learning, prepare all students to become productive citizens, and reach their full potential, the door to opportunity will open wide for every student. My experience with outstanding mentors has made me realize just how important one good teacher can be to a student. I will work hard to be the best teacher that I can become.

E. Teaching Responsibilities

For more than three (3) decades of teaching experience, I gained substantial experience teaching different types of students from basic education to doctoral courses. I also supervised clinical education in various areas like operating theater, surgical wards, delivery room, and substantially psychiatric mental health nursing posting. I have also followed up in teaching practicum as well as supervised countless numerous graduate students' master's thesis and doctoral dissertations. Below are some of the materials that I developed and presented over the years.

1. Postgraduate Teaching (Level 10 - Doctoral Programs)

This part outlines my clinical supervision, courses taught, lectures provided, and dissertation supervision to groups of students in various universities.

No.	Courses	Activity	No. of Students	Contact Time
1	Research Methodologies	Class activity, practice	10/year	6 hrs/wk
2	Dissertation Supervisor	Dissertation writing	2/year	3 hrs/wk
3	Nursing Administration	Class, Clinical posting	8/group	24 hrs/wk
4	Psychiatric-Mental Health Nursing	Class, Clinical posting	8/group	24 hrs/wk
5	Theoretical Foundations of Nursing	Class activity	12/year	6 hrs/wk

2. Postgraduate School (Level 9 – Master's Programs)

This part outlines my clinical supervision, courses taught, lectures provided, and theses supervision to groups of students in various universities.

No.	Courses	Activity	No. of Students	Contact Time
1	Psychosocial Nursing	Class activity, practice	3/semester	3 hrs/wk

2	Psychiatric-Mental Health Nursing	Class, Clinical posting	8/group	24 hrs/wk
3	Principles and Methods of Teaching	Class, Teaching practicum	12/group	24 hrs/wk
4	Research Methodologies	Class activity, practice	12/year	24 hrs/wk
5	Health Care Management, Hospital Administration & Management,	Class, Clinical posting	8/group	24 hrs/wk
6	Health Education, Nursing Theory, Management	Class activity, practice	12/semester	3 hrs/wk

3. **Undergraduate Teaching (Levels 7 & 8 Bachelors and Postgraduate Diploma)**

This part includes my clinical supervision, courses taught, lectures provided, PBL tutoring, small group sessions and full classroom discussions on the three (3) disciplines that I am competent at.

a. **Psychology & Behavioral Sciences**

No.	Courses	Activity	No. of Students	Contact Time
1	General Psychology	Class activity, practice	3/semester	3 hrs/wk
2	Clinical Psychology	Class, Clinical posting	8/group	24 hrs/wk
3	Research Methodologies	Class, Teaching practicum	12/group	24 hrs/wk
4	Research in Psychology	Class activity, practice	12/year	24 hrs/wk
5	Abnormal Psychology	Class, Clinical posting	8/group	24 hrs/wk
6	School Psychology	Class activity, practice	12/semester	3 hrs/wk
7	Psychology & Behavioral Sciences	Class activity, practice	35/semester	3 hrs/wk
8	Psychometrics	Class activity, practice	35/semester	3 hrs/wk
9	Psychotherapy	Class activity, practice	35/semester	3 hrs/wk
10	Psychology of Exceptional Children	Class activity, practice	35/semester	3 hrs/wk
11	Child Development,	Class activity, practice	35/semester	3 hrs/wk
12	Adolescent & Adult Psychology	Class activity, practice	35/semester	3 hrs/wk
13	Theories of Personality	Class activity, practice	35/semester	3 hrs/wk
14	Organizational Psychology	Class activity, practice	35/semester	3 hrs/wk
15	Psychopathology	Class activity, practice	35/semester	3 hrs/wk

b. Nursing, Dentistry, Medicine, Pharmacy

No.	Courses	Activity	No. of Students	Contact Time
1	Psychosocial Nursing	Class activity, practice	35/semester	3 hrs/wk
2	Psychiatric-Mental Health Nursing	Class, Clinical posting	35/semester	3 hrs/wk
3	Nursing Leadership & Management	Class, Teaching practicum	35/semester	3 hrs/wk
4	Psychology for Nurses	Class activity, practice	35/semester	3 hrs/wk
5	Human Biochemistry	Class, Clinical posting	35/semester	3 hrs/wk
6	Human Anatomy and Physiology	Class activity, practice	35/semester	3 hrs/wk
7	Research and Statistics	Class activity, practice	35/semester	3 hrs/wk
8	Nursing Theories	Class activity, practice	35/semester	3 hrs/wk
9	Psychopathology	Class activity, practice	35/semester	3 hrs/wk
10	Behavioral Sciences	Class activity, practice	35/semester	3 hrs/wk

c. Nursing, Dentistry, Medicine, Pharmacy

No.	Courses	Activity	No. of Students	Contact Time
1	Principles and Methods of Teaching	Class activity, practice	3/semester	3 hrs/wk
2	Measurement & Evaluation	Class, Clinical posting	8/group	24 hrs/wk
3	Teaching Practicum	Class, Teaching practicum	12/group	24 hrs/wk
4	Philosophical & Psychological Foundations of Education	Class activity, practice	12/year	24 hrs/wk
5	Research in Education	Class, Clinical posting	8/group	24 hrs/wk
6	Philosophy of Education	Class activity, practice	12/semester	3 hrs/wk
7	Models & Strategies of Teaching	Class, Teaching practicum	12/group	24 hrs/wk

4. Short Term Courses and Public Presentations

This portion outlines my presentation offered generally to non-academic groups like patient support and interest groups.

No.	Courses	Activity	No. of Students	Contact Time
1	Mental Health & Hygiene	Lecture and activity	30/group	3 hrs/mo
2	Infection Control	Lecture and activity	30/group	3 hrs/mo
3	Health Care Management	Lecture and activity	30/group	3 hrs/mo

No.	Courses	Activity	No. of Students	Contact Time
4	SPSS for Nursing Research	Lecture and activity	30/group	3 hrs/mo
5	Writing for Publication	Lecture and activity	30/group	3 hrs/mo
6	Seminar on Thesis and Dissertation Writing	Lecture and activity	30/group	3 hrs/mo
7	Health & Nursing Informatics	Lecture and activity	30/group	3 hrs/mo
8	Diabetes Educator Course	Lecture and activity	30/group	3 hrs/mo
9	Positive Psychology	Lecture and activity	30/group	3 hrs/mo
10	Personality Development	Lecture and activity	30/group	3 hrs/mo
11	Existential Psychology	Lecture and activity	30/group	3 hrs/mo
12	Health Psychology	Lecture and activity	30/group	3 hrs/mo
13	Indigenization & Test Development	Lecture and activity	30/group	3 hrs/mo

5. **Basic Education Teaching**

This part outlines my classroom instructions and activities in the basic education curriculum as a subject area teacher and expert.

No.	Courses	Activity	No. of Students	Contact Time
1	Psychology	Class activity, practice	35/year	3 hrs/wk
2	Biology	Class, Laboratory	35/year	5 hrs/wk
3	Chemistry	Class, Laboratory	35/year	5 hrs/wk
4	Health Education	Class activity, practice	35/year	3 hrs/wk

F. **Sample Courses Developed and Implemented**

Below are examples of courses that I developed and implemented over the years. These were revised many times and approved by the curriculum committees:

a. **PSY 201: Psychology and Behavioral Sciences.** This course includes various methods, principles, and theories of scientific psychology as applied to the study and understanding of human thoughts, emotions and behaviors in dentistry. It also includes physiological foundations of behavior, growth and development, learning and memory, motivation and emotions, personality, stress and adjustment, social interactions, and psychological disorders and treatment approaches as applied to dentistry *(Appendix 5).*

b. **NPS 7203: Psychology.** General Psychology is a survey of various methods, principles, and theories of scientific psychology as applied to the study and understanding of human thoughts, emotions and behaviors. It also includes physiological foundations of behavior, growth and development, learning and memory. Motivation and emotions, personality, stress and adjustment, social interactions, and psychological disorders and treatment approaches *(Appendix 6).*

c. **RPN 301 Psychosocial Nursing.** This course introduces the students to gain advance knowledge and skills in psychosocial nursing and its application into the delivery of practice and role development to diverse populations in the context of everyday life for patients, families, community and workplace *(Appendix 7)*.

d. **NPM 307: Psychiatric Mental Health Nursing.** Designed to provide the registered nurse student the opportunity to apply baccalaureate nursing strategies and the nursing process while assisting clients and families in maintaining and/or regaining an optimal level of wellness. Emphasis is given to the role of the nurse as a care provider, teacher, collaborator, and problem solver in client's care across the life span. It will include psychiatric-mental health components.

e. **NPT 305 Principles & Methods of Teaching-Learning.** This course includes the philosophy and objectives of the foundations of education and principles of curriculum development, evaluation, guidance and counselling including methods of teaching.

f. **NET 7102 Nursing Ethics.** This course explores the fundamental principles of nursing ethics and encourages reflection on and discussion about personal and professional values within nursing practice contexts. Students will analyze some of the most common and difficult ethical dilemmas faced by nurses. These dilemmas will be analyzed with consideration to ethical reasoning and decision-making.

G. Statement of Administrative Philosophy

My leadership revolves around mentoring and inspiring colleagues; developing and leading curriculum and learning initiatives; sharing their educational expertise through professional development programs; involving and enabling others to enact change; and influencing department and institutional teaching and learning cultures. Above all, my leadership will foster conscientious change, particularly in times of transition, and it privileges first and foremost the students, faculty, and staff whose educations and careers will be affected by the changes my leadership introduces. Besides nurturing individual strengths, I must promote systematic program coordination among faculty members within the department and the entire university whenever possible. I believe in constantly finding ways and means to facilitate their growth and progress. Information, incentives, and opportunities must be made available to foster faculty team dynamics and synergies, to identify "areas of excellence" and encourage teamwork.

As a leader, I value open lines of communication. I am committed to making clear to all involved the requirements expected of them and to provide the support needed for all to meet those requirements. I consider carefully any change in policy or procedure by taking into account the perspectives of all parties to be affected by such a change. When making a change, I communicate clearly and immediately the basis for the change, the mechanism that will activate the change, and the timeline for the change. I will be in constant communication with each faculty member, be in tune with their interest and mission, and be their champion and mentor; regular one-to-one administrator and faculty contact is critical. I embrace and encourage diversity and

believe in exploiting individual strengths as opposed to a "one-size-fits-all" philosophy. Transparency, honesty, and fairness are part and parcel of this formula to work. My philosophy is that "one faculty's success is the entire department's gain".

In decision-making, I believe in shared governance. It is important to solicit input from faculty, staff, and students. Once input has been gathered, a decision must be made, no matter how difficult or unpopular. A decision is seldom wrong if it is based on the "long-term health and growth" of the department. Also, an administrator must have a proven track record. I believe in "leading by example". I believe in hard work and efficient work habits. I have served as a faculty member for over 30 years; I have a proven track record for excellence in both research and teaching, and I have participated in numerous successful outreach programs. I believe that the education of our students requires educators to synthesize many components such as a strong vision, sound educational practices, professionalism, and an environment of collaboration and collegiality in order to create an environment for meaningful learning. This positive learning environment embraces the concept that schools are for students and their individual achievements.

Teaching and learning in isolation will result in failure. An effective learning community utilizes collaborative efforts between all stakeholders to improve teacher and student learning. A learning community begins with the development of shared knowledge and vision. Educators must have a vision for learning outcomes and must share that vision with students, colleagues, parents, and the community. This involves communication, research, goal setting, and ongoing professional development with a clear focus on student learning. By working together, students are exposed to diverse perspectives and all participants can achieve greater job satisfaction and a sense of accomplishment.

Change in education must be systemic, sustainable, and effective as measured by increased learning for all students and adults. I believe that for sustainable, effective change to become embedded in our practice, school leaders must develop a vision that values and utilizes shared leadership. We need to involve all teachers, administrators, parents, and the community in the change process. Finding new solutions to new problems requires a shared sense of urgency, a common vision, and a deeper level of active engagement. Teachers need to feel valued as part of the solution to the problem, more than merely an agent of change for acceptance to occur. If our goal is to improve student achievement, then teachers, staff, parents, and the community must share the problem and solution with the understanding that they are accountable for its success. They must be committed to the shared vision for change.

My overall vision is to have each and every faculty member be successful and productive in his program, and be excited to come to work every day. I envision the department to continue to encourage and grow these areas of excellence, and to identify other critical "present-day" food and nutrition areas to address and be relevant with the time. I envision faculty "hungry to work" and "hungry to work together", and

collectively tackling nutrition and foods issues relevant to the health issues, meeting the needs of the food industry to make them more competitive, and educating, inspiring, and challenging students to the limit of their ability.

H. Educational Administration and Leadership

I have almost three decades of experience in educational leadership and management, hospital administration, as a school principal, as a college dean and course coordinator.

a. **School Principal.** In 2001, I was appointed to become an intermediate and secondary school principal steering the school to achieve excellence in student development and accreditation. I managed approximately 120 support and teaching personnel *(Appendix 8)*.

b. **College Dean.** More than three years after being appointed as a principal, I was appointed as a coordinator then associate dean of the college while performing my duty as a school principal. I managed to help secure the accreditation of the college and improve the performance of the school to a new high. Several universities eventually recognized my excellence in management, thus appointing me as dear college dean *(Appendix 9)*.

c. **Chief Nurse/Director of Nursing.** As I was holding the dean of the college, I was also appointed to manage the 100 be hospital attached to the college. I was in charge in managing the human resource as well as the nursing division of the hospital *(Appendix 10)*.

d. **Course Coordinator/Head of Program.** Overseas, I help to run a college by acting as its head of the psychology program, developing courses as well running the existing accredited program. I managed the faculty members as well as supervised the development of the curriculum and securing approval of the university senate *(Appendix 11)*.

e. **Coordinator of Students Affairs.** In all the universities that I worked with, I was always appointed to serve as coordinator of students' affairs in relation to my background and training as a psychologist. My job would always be to coordinate the activities of the college and conduct counselling to students whenever needed *(Appendix 12)*.

I. Statement of Research Interest

My primary research goals are directed toward understanding human behavior by engaging in theoretical, experimental, meta-analysis, philosophical, and phenomenological inquiries as well descriptive studies. My future research plans are aimed towards the formulation of new concepts on human behavior and developing models that will benefit the community, academe, and students. My ultimate aim is to come out with a better understanding of the behavior of students as well as how to help them develop a better understanding of their role as students and how they learn

easily inside and outside the classroom. These are all covered in the interdisciplinary academic pursuits that I am particularly engaged in.

The theme of interdisciplinary academic pursuits is pervasive not only in my teaching but in my research as well. I am equally comfortable discussing ideas with other academics, psychologists, researchers, philosophers, and educators. In particular, I am interested in qualitative and quantitative methods, developmental psychology, personality, and social psychology, psychology of aesthetics, creativity and arts, educational and school psychology, theoretical and philosophical psychology, and lastly, humanistic psychology. In fact, I am a current member of the American Psychological Association *(Appendix 13)* with membership in various divisions that my interests represent. My work is immediately engaging and accessible to those new to research, and I have directly supervised students who are writing their thesis and dissertations in both degrees and graduate degree programs in several colleges and universities. From time to time, I am also engaged in book writing. McGraw-Hill Education published my first successful book, Psychology for Nurses in 2009 *(Appendix 14)*.

Currently, I am engaged in several research projects as an individual researcher and collaborator. Among the projects that I am working on now are "The Psychology of SHARED Consciousness" and "The Development of SHARED Theory as a New Model of Nursing Care". I am quite comfortable in coming out with original subjects and research projects since I am trained in my graduate studies to come out with indigenization of new psychometric tests and theory development. In fact, the focus of my master's thesis and Doctor of Education (EdD) dissertation is on the development of new psychometric tests.

Finally, I am dedicated to enriching the lives of students outside the classroom. Through student government and committee work, I have advocated for teacher-student relationships on the campus, graduate education, and student advising. Through twenty-nine years of service in education, I helped many young people gain leadership skills and self-confidence. Perhaps most importantly, I am committed to improving science education and research. As a future part of the academic support system, I am sure that I can contribute to the development of students and the aspiration for the excellence of the university.

J. <u>Professional Practice</u>

My three pronged career allowed to be productive and helpful to my family and community. I practiced my three professions concurrently and complementary to become effecter teacher and nurse-psychologist *(Appendix 15).*

    a. <u>Clinical & School Psychology.</u> I am educated and trained as a clinical and school psychologist with Doctor of Psychology (PsyD) and Post Graduate Diploma (PGD) in Psychology qualifications. Every so often, I conduct counseling and psychotherapy sessions using CBT, REBT, logotherapy, and eclectic techniques.

Currently, I am involved in the indigenization of psychological inventories; psychometric testing, and psychological test scale inventory development. I served as a consultant in the setting up of school psychology and guidance counseling departments of several schools in the Philippines and Malaysia. As a result of my graduate school thesis and dissertation, I developed and validated a psychometric instrument called Self-Worth Scale Inventory (SWOSI). This instrument is widely used now in the Philippines and other countries to measure the self-worth of students and adolescents. For now, my research is focused on the psychology of migrant workers. As an academic psychologist, I teach Psychology & Behavioral Sciences for Medical, Dental, Pharmacy, and Nursing students apart from specialty courses like Psychiatric Mental Health Nursing. I wrote the best-selling Psychology for Nurses published by McGraw-Hill Education in 2009. I am currently an active member of the American Psychological Association (APA) with membership in various divisions like theoretical psychology, philosophical psychology, and clinical psychology. I am also an inductee of Sigma Theta Tau International (STTI) - Honor Society of Nursing. As an academic, I authored many books, contributed book chapters, and published a number of peer-reviewed research articles in many reputable peer-reviewed journals.

b. **Registered Nurse and Nurse Educator.** I have over 30 years of experience as a bedside nurse, nurse administrator (chief nurse), clinical instructor, founding dean of a college, and a nurse-academic teaching various courses in basic (BSN, RN-BSN) and advanced nursing programs (MSN, Ph.D.). I earned my nursing qualifications (B.Sc. Nursing), Master of Arts in Nursing (MAN), and Doctor of Education (EdD) degrees from the Philippines which are all equalized in 2015 by the Ministry of Higher Education and Scientific Research (MOHESR now MOE) in the United Arab Emirates. I am registered and qualified to practice in the Philippines (Roll No. 0228576), Malaysia (TPC No. T3394) and the United Arab Emirates (RN010205). I am trained and certified as a psychiatric nurse instructor by the National Center of Mental Health (NCMH).

I teach psychology & behavioral sciences for medical, dental, pharmacy and nursing students as well as nursing education and psychiatric mental health nursing as specialty courses. I also wrote several books that include Psychology for Nurses published by McGraw-Hill and contributed to writing the Philippine contents for the Oxford Handbook of Nursing and Midwifery series. I am currently an active voting member of the American Psychological Association (APA) with memberships in several APA divisions. Recently, I was invited and inducted as a full voting member of Sigma Theta Tau International (STTI) - Honor Society of Nursing, Phi Gamma chapter. In June 2017, I was appointed to become a member of the STTI Technology Committee. As an academic, I

authored many books, contributed book chapters, and published a number of peer-reviewed research articles in many reputable peer-reviewed journals.

c. **Licensed Professional Teacher.** I am trained and educated as a professional school teacher with a secondary school teaching license (LPT, Licensed Professional Teacher – Secondary Science & Biology) issued by the Professional Regulation Commission (PRC). I have advanced terminal degrees in teaching like Doctor of Education (EdD) major in Educational Management, MA Education, and Professional Certificate in teaching under the DOST-SEI-RSTC scholarship program (Department of Science and Technology - Science Education Institute - Regional Science Teaching Center. All my certificates were equalized by the Ministry of Higher Education & Scientific Research (MOHESR), UAE in 2015.

My experiences as an educational leader are ranging from becoming a basic education school principal to higher education as dean of a college. Needless to say, I also started as a classroom teacher and adviser teaching high school sciences such as Biology and Chemistry.

From time to time, I am engaged in curriculum development, educational consultancy, facilitating and training teachers with various teaching methodologies like Problem Based Learning (PBL), Case-Based Learning (CBL), and Team-Based Learning (TBL). My specializations include educational leadership & management, psychology, mental health, human resource development and management, research and statistics (SPSS), institutional research, and counseling. Currently, I am serving as an international chief editor, editorial board member, series editor, and editorial consultant of various international peer-reviewed journals and book publications. I have authored several books and published several research papers in reputable international scientific journals.

K. **Evidence of Scholarship**

Using the principles of continuous quality improvement and contribution to teaching, curriculum development, and research, I believe that every teacher needs to write a book to showcase their expertise and scholarship. On this portion of the dossier, I will showcase my contributions through book writing and research publication.

A. **Teaching Innovation and Book Authorship.** In clinical rotation on Psychiatric Mental Health Nursing, I developed a portfolio that was used by students in order to achieve their objectives in the clinical rotation. These portfolios were used to address every single instruction, assignment, activity, and evaluation of the students. I am involved as well with several international journals *(Appendix 16)* as its editor in chief. I also wrote textbooks that are used extensively by students in universities who adapted them. These are as follows *(Appendix 17)*:

1. Salgado, Arnel Bañaga (2015). Personal Meaning Inventory for South East Asian Health Care Providers, Lambert Academic Publishing (ISBN 978-3-659-74182-1)
2. Salgado, Arnel (2010). Introductory Psychology for Nurses and Allied Health Sciences, Jaypee Brothers, India (ISBN 978-81-8448-999-1)
3. Salgado, Arnel Bañaga (2009). Psychology for Nurses, McGraw-Hill Education, Malaysia (ISBN 978-983-3850-76-1)
4. Salgado, Arnel B., et.al. (2007). General Psychology, Mutya Publishing, Valenzuela City, Philippines (ISBN 971-821-072-5)
5. Salgado, Arnel B., et.al. (2003). Introductory Principles and Processes of Biology, Mutya Publishing, Valenzuela City, Philippines (ISBN 971-821-045-8)
6. Salgado, Arnel Bañaga (1999). Fundamentals of Biology, Noblehouse Publishing, Quezon City, Philippines
7. Salgado, Arnel Bañaga (1995). Kidnapped by the gods, Baguio City (ISBN 971-904-902-2)
8. Salgado, Arnel Bañaga (1994). The Hidden grace of sufferings and other poems, Royal Printers, Baguio City (ISBN 971-904-901-4)
9. Salgado, Arnel Bañaga (1991). The fireless inferno. Royal Printers, Baguio City (ISBN 971-904-905-7)

B. **Research and Publications**. The majority of my research, publications, and peer-reviewed presentations are related to education, psychology, and mental health (Appendix 18). In the research in which I am listed as a co-author, I would usually provide my expertise related to quantitative analysis as well as co-writing and editing the research material ready for publication.

L. **Professional Development**

In order to enhance my skills as a teacher and educator, I usually take courses that benefit me so that I can these benefits to my students such as furthering my knowledge in education, psychotherapeutic techniques, innovations, and informatics.

M. **Evidence Excellence**

My career in academics is spread over more than three decades. I was constantly evaluated by my superiors, students as well as peers for retention and promotion purposes. I am always evaluated to be meeting the threshold, i.e. above average *(Appendix 19).* From time to time, we were asked to come out with SWOT Analysis *(Appendix 20)* in order to evaluate our strengths, weaknesses, opportunities, and threats to improve much more our performance and ensure excellence in the workplace. Given my commitment to community service and service to people and God, I was awarded an honoris causa doctoral degree by an institution based in the United States *(Appendix 21).*

APPENDICES

Appendix 1- MOE Equivalency Certificates

MOHESR - Equivalence Certificates Department - Certificates List

وزارة التعليم العالي والبحث العلمي
Ministry of Higher Education & Scientific Research

استمع

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Arnel B. Salgado - 2015

Registered Certificates

Certificate No	Certificate	Study Level	Status
1059686	Doctor of Education in Educational Management	Ph.D.	Approved
1063202	Master of Arts in Nursing	Master	Approved
1063204	Graduate Diploma in School Psychology	Post Graduate Diploma	Approved
1066583	Bachelor of Science in Nursing	Bachelor	Approved

Register New Certificate

UNITED ARAB EMIRATES
MINISTRY OF HIGHER EDUCATION
& SCIENTIFIC RESEARCH
DEPARTMENT OF CERTIFICATES EQUIVALENCE

الإمارات العربية المتحدة
وزارة التعليم العالي
والبحث العلمي
إدارة معادلة الشهادات

الرقم : م . ش / ١٧١٨/١٢ / ف خ / ٢٠١٥

التاريخ : ٢٠١٥/٠٦/٢٤م

(معادلة درجة علمية)

قررت لجنة معادلة الشهادات بوزارة التعليم العالي والبحث العلمي معادلة الشهادة التالية تفاصيلها :

اسم الشــــــهادة : Doctor of Education in Educational Management

المؤسسة المانحة : Philippine College of Health Sciences,Inc

بلد الدراسة : جمهورية الفلبين

الصادرة باسم السيد / Arnel B. Salgado

بالدرجة العلمية: دكتوراه في التعليم تخصص إدارة التعليم//

وذلك بنــاءً على قرار لجنــة معادلــة الشـهادات رقم (٢٨) ـ (٢٠١٥/٢٤) بتاريخ ٢٠١٥/٠٦/١٦م

وقد أعطيت له هذه الشهادة بناء على طلبه دون أن تتحمل الوزارة اية مسؤولية تجاه الغير.

حررت في ٢٠١٥/٠٦/٢٥م

وليد علي الزعابي

مقرر لجنة معادلة الشهادات

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- لا تسلم إلا نسخة واحدة من هذه الوثيقة ، و يمكن استخراج نسخ أخرى بناءً على طلب صاحب العلاقة

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UNITED ARAB EMIRATES
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& SCIENTIFIC RESEARCH

DEPARTMENT OF CERTIFICATES EQUIVALENCE

الإمارات العربية المتحدة
وزارة التعليم العالي
والبحث العلمي
إدارة معادلة الشهادات

الرقـم : م . ش / ١٧٠٧/١٩ / ف خ / ٢٠١٥

التاريخ : ٢٠١٥/٠٦/٠٤م

(معادلة درجة علمية)

قررت لجنة معادلة الشهادات بوزارة التعليم العالي والبحث العلمي معادلة الشهادة التالية تفاصيلها :

اسم الشــــــهادة : Master of Arts in Nursing

المؤسسة المانحة : Philippine College of Health Sciences,Inc

بلد الدراسة : جمهورية الفلبين

الصادرة باسم السيد / Arnel B. Salgado

بالدرجة العلمية: ماجستير الآداب في التمريض//

وذلك بنـــاءً على قرار لجنـة معادلـة الشــهادات رقم (٢٣) - (٢٢/٢٠١٥) بتاريخ ٢٠١٥/٠٦/٠٢م

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حررت في ٢٠١٥/٠٦/٠٨م

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الإمارات العربية المتحدة

وزارة التعليم العالي

والبحث العلمي

إدارة معادلة الشهادات

الرقــم : م . ش / ١٨ / ١٧٠٧ / ف خ / ٢٠١٥

التاريخ : ٢٠١٥/٠٦/٠٤م

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اسم الشـــــــهادة : Graduate Diploma in School Psychology

المؤسسة المانحة : Philippine Normal University

بلد الدراسة : جمهورية الفلبين

الصادرة باسم السيد / Arnel B. Salgado

بالدرجة العلمية: دبلوم الدراسات العليا بعد البكالوريوس في علم النفس//

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الإمارات العربية المتحدة
وزارة التعليم العالي
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إدارة معادلة الشهادات

الرقـم : م . ش / ١٧١٧/٤٠ / ف خ / ٢٠١٥
التاريخ : ٢٠١٥/٠٦/٢٤م

(معادلة درجة علمية)

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اسم الشـــــــهادة :   Bachelor of Science in Nursing

المؤسسة المانحة :   Pines City Educational Center

بلد الدراسة : جمهورية الفلبين

الصادرة باسم السيد /   Arnel B. Salgado

بالدرجة العلمية: بكالوريوس العلوم في التمريض//

وذلك بنـــاءً على قرار لجنـة معادلـة الشـهادات السابق رقم (١٣) - (٢٠١٣/١) بتاريخ ٢٠١٣/٠١/٠٦م

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- لا تسلم إلا نسخة واحدة من هذه الوثيقة ، و يمكن استخراج نسخ أخرى بناءً على طلب صاحب العلاقة

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ARNEL BANAGA BAÑAGA SALGADO

PsyD (C.Psych), EdD, PGDip (S.Psych), LPT, RN

Personal Data

Date of birth	20 Feb 1972	Phone	+97172217808
Nationality	🇵🇭 Filipino	Passport no	P5760025A
Email	arnel@rakmhsu.ac.ae	Address	RAK Medical & Health Sciences University / UAE, 11172 / RAK / United Arab Emirates

About me

I am an experienced academic, college dean, principal, school administrator, and clinician. I have a very strong academic background in educational management and leadership with a professional doctoral degree in education (Doctor of Education [EdD] in Educational Management). I am also educated and trained as a clinical and school psychologist with a professional doctoral degree in psychology (Doctor of Psychology [PsyD] in Clinical Psychology).

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MASTER OF ARTS IN NURSING	BACHELOR OF SCIENCE IN NURSING	DOCTOR OF PSYCHOLOGY
PHILIPPINE COLLEGE OF HEALTH SCIENCES, I...	PINES CITY COLLEGES	ST JAMES THE ELDER UNIVERSITY
31 MAR 2005 (CONFERRED DATE)	18 MAR 1993 (CONFERRED DATE)	31 JUL 2017 (CONFERRED DATE)

GRADUATE DIPLOMA IN SCHOOL PSYCHOLOGY	DOCTOR OF EDUCATION
PHILIPPINE NORMAL UNIVERSITY	PHILIPPINE COLLEGE OF HEALTH SCIENCES, I...
02 APR 2003 (CONFERRED DATE)	28 NOV 2010 (DOCUMENT ISSUE DATE)

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ASSISTANT PROFESSOR

RAK MEDICAL AND HEALTH
SCIENCES UNIVERSI...

21 SEP 2011 - 15 AUG 2021 (TILL
DATE)

My Reports

DataFlow Case Number	DataFlow Case Number	DataFlow Case Number
M006-2108-832393	M006-2107-815215	M006-2112-911703
Client Reference Number	Client Reference Number	Client Reference Number
68865	68865	68865
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Verification Report

Report Summary	
Applicant Name	SALGADO ARNEL BANAGA
DataFlow Case Reference	M006-2108-832393
Client Reference	68865
Issued To	MINISTRY OF HEALTH AND PREVENTION P.O. BOX 1853, DUBAI UNITED ARAB EMIRATES
Issued On	27 AUGUST 2021
Date of Receipt	11 AUGUST 2021
Passport Number	P5760025A
Result	POSITIVE

Report Status Color Reference Table	
Discrepancy	i) The concerned issuing authorities have reported one or more discrepancies in the information provided. ii) Discrepant records found against the concerned Applicant and or an associated Issuing Authority.
Unable To Verify	One or more component(s) could not be verified due to i)An untraceable or unresponsive issuing authority. ii) An unconfirmed affiliation. iii)The documents submitted by the applicant were incomplete.
Positive	The concerned issuing authorities have confirmed that the submitted details are verified.

Verification Component:Education 1		
Detail	**Information Provided**	**Information Verified**
Institute Name	PHILIPPINE COLLEGE OF HEALTH SCIENCES, INC.	CORRECT
State, Country	NATIONAL CAPITAL REGION, PHILIPPINES	CORRECT
Qualification Attained	MASTER OF ARTS IN NURSING	CORRECT
Conferred Date/Examination Date/Issue Date	31 MARCH 2005 (CONFERRED DATE)	CORRECT
Mode Of Study	FULL TIME/ACTIVE ENROLLMENT	
Period Of Study	NOT SPECIFIED	14 APRIL 2003 – 23 MARCH 2005
Degree/Course Is Completed	YES	CORRECT
Remarks	Verified	

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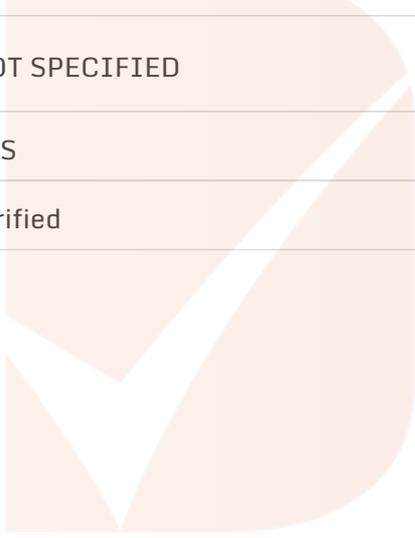
Verification Component:Education 2		
Detail	**Information Provided**	**Information Verified**
Institute Name	PINES CITY EDUCATIONAL CENTER	PINES CITY COLLEGES
State, Country	BENGUET, PHILIPPINES	CORRECT
Qualification Attained	BACHELOR OF SCIENCE IN NURSING	CORRECT
Conferred Date/Examination Date/Issue Date	18 MARCH 1993 (CONFERRED DATE)	CORRECT
Mode Of Study	ACTIVE ENROLLMENT	
Period Of Study	NOT SPECIFIED	06 JUNE 1988 – 18 MARCH 1993
Degree/Course Is Completed	YES	CORRECT
Remarks	Verified	
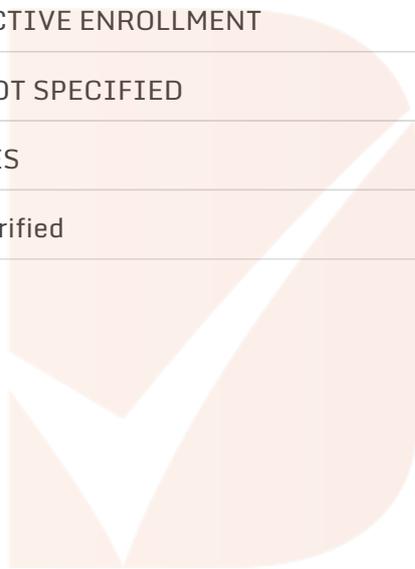
Verification Component:Employment		
Detail	**Information Provided**	**Information Verified**
Name Of The Organization	RAK MEDICAL AND HEALTH SCIENCES UNIVERSITY	CORRECT
State, Country	RAS AL KHAIMAH, UNITED ARAB EMIRATES	CORRECT
Designation	ASSISTANT PROFESSOR	CORRECT
Start Date	21 SEPTEMBER 2011	CORRECT
End Date	NOT SPECIFIED	15 AUGUST 2021 (TILL DATE)
Remarks	Verified At the time of verification, 15 August 2021, the Applicant was still working with the facility.	

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Verification Component:Cross Check
Remarks	No Derogatory Records Found

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Report

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Verification Report

Report Summary	
Applicant Name	SALGADO ARNEL BANAGA
DataFlow Case Reference	M014-2201-935144
Issued To	MINISTRY OF EDUCATION ABU DHABI, UNITED ARAB EMIRATES
Issued On	07 FEBRUARY 2022
Date of Receipt	17 JANUARY 2022
Passport Number	P5760025A
Result	**POSITIVE**

Report Status Color Reference Table	
Discrepancy	i) The concerned issuing authorities have reported one or more discrepancies in the information provided. ii) Discrepant records found against the concerned Applicant and or an associated Issuing Authority.
Unable To Verify	One or more component(s) could not be verified due to i)An untraceable or unresponsive issuing authority. ii) An unconfirmed affiliation. iii)The documents submitted by the applicant were incomplete.
Positive	The concerned issuing authorities have confirmed that the submitted details are verified.

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Verification Component:Education		
Detail	**Information Provided**	**Information Verified**
Institute Name	ST JAMES THE ELDER THEOLOGICAL SEMINARY OF THE HOLY CATHOLIC CHURCH INTERNATIONAL	CORRECT
State, Country	FLORIDA, UNITED STATES	CORRECT
Qualification Attained	DOCTOR OF PSYCHOLOGY	CORRECT
Conferred Date/Examination Date/Issue Date	31 JULY 2017 (CONFERRED DATE)	CORRECT
Period of Study	NOT SPECIFIED	01 AUGUST 2013 – 31 JULY 2017
Mode of Study	E-LEARNING	
Examination Held	ONLINE	
Duration of Program	04 YEARS 00 MONTHS	
Certificate Equivalent to	DOCTORATE	
Conditions for Joining the Program	BACHELOR'S DEGREE	
Accreditation Status of the Institute	FLORIDA DEPARTMENT OF EDUCATION	
Educational System of the Obtained Qualification	RESEARCH AND SUBJECT BASED	
Conditions for Obtaining Degree / Certificate	125 CREDIT HOURS	
Number of Hours Transferred From Another Educational Institute	APPLICANT DID NOT TRANSFER FROM ANOTHER INSTITUTE	
Number of Hours Taught Through Distance Learning	VARIES (APPROXIMATELY 5 HOURS PER WEEK PER CREDIT HOUR)	
Remarks	Verified	

End Of Report

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Verification Report

Report Summary	
Applicant Name	SALGADO ARNEL BANAGA
DataFlow Case Reference	M006-2107-815215
Client Reference	68865
Issued To	MINISTRY OF HEALTH AND PREVENTION P.O. BOX 1853, DUBAI UNITED ARAB EMIRATES
Issued On	03 DECEMBER 2021
Date of Receipt	07 JULY 2021
Passport Number	P5760025A
Result	POSITIVE

Report Status Color Reference Table	
Discrepancy	i) The concerned issuing authorities have reported one or more discrepancies in the information provided. ii) Discrepant records found against the concerned Applicant and or an associated Issuing Authority.
Unable To Verify	One or more component(s) could not be verified due to i)An untraceable or unresponsive issuing authority. ii) An unconfirmed affiliation. iii)The documents submitted by the applicant were incomplete.
Positive	The concerned issuing authorities have confirmed that the submitted details are verified.

Verification Component:Education		
Detail	**Information Provided**	**Information Verified**
Institute Name	ST JAMES THE ELDER THEOLOGICAL SEMINARY OF THE HOLY CATHOLIC CHURCH INTERNATIONAL	ST JAMES THE ELDER UNIVERSITY
State, Country	FLORIDA, UNITED STATES	CORRECT
Qualification Attained	DOCTOR OF PSYCHOLOGY	CORRECT
Conferred Date/Examination Date/Issue Date	31 JULY 2017 (CONFERRED DATE)	CORRECT
Mode Of Study	ONLINE LEARNING	
Period Of Study	NOT SPECIFIED	01 AUGUST 2013 – 31 JULY 2017
Degree/Course Is Completed	YES	CORRECT
Remarks	Verified St James The Elder Theological Seminary Of The Holy Catholic Church International currently known as St. James The Elder University.	

Verification Component:Cross Check
Remarks	No Derogatory Records Found

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Appendix 5 - PSY 201 Psychology and Behavioral Sciences Syllabus

Course Syllabus

Course Title   : Psychology and Behavioral Sciences

Course Code   : PSY 201

Credit Hours   : 3 (Theory 3 + Practical 0)

Prerequisites   : None

Course Offered In   : Year 1; Semester 2

Names and Contact Information of Faculty:

Name	Contact Details
Dr. Arnel Bañaga Salgado	Room No. 534, RAKMHSU Telephone No.: +971 7 204 3000 Ext. : 289 Mobile No.: +971 56 88 27 333 E-mail: arnel@rakmhsu.ac.ae

A. Brief Course Description

This course includes various methods, principles, and theories of scientific psychology as applied to the study and understanding of human thoughts, emotions and behaviors in dentistry. It also includes physiological foundations of behavior, growth and development, learning and memory, motivation and emotions, personality, stress and adjustment, social interactions, and psychological disorders and treatment approaches as applied to dentistry.

B. Course Learning Outcomes

At the end of the course, the students will be able to:

S. No.	Learning Outcomes	Teaching Methodology	Assessment Methods
A. Knowledge			
1	Explain the nature of psychology as a science and a profession.	L, GD, D	ICA, ESE, A, Q
2	Apply the major theories and research of psychology including learning and cognition, individual differences, psychometrics, personality, social processes and biological basis of behavior.	L, GD, D	ICA, ESE, A, Q

S. No.	Learning Outcomes	Teaching Methodology	Assessment Methods
3	Explain the major perspectives of psychology including biological, behavioral, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural.	L, GD, D	ICA, ESE, A, Q
4	Recognize the influence of culture and gender on human behavior including ethnicity, gender, sexual orientation, religion, disabilities, and aging.	L, GD, D	ICA, ESE, A, Q
5	Describe the development and explain the mechanism of learning and memory.	L, GD, D	ICA, ESE, A, Q
6	Describe major applied areas of psychology including clinical, industrial/organizational, school, and health.	L, GD ,D	ICA, ESE, A, Q
B. Skills			
7	Incorporate the psychological principles to social, educational, and organizational issues.	L, GD, D	ICA ,ESE
8	Practice the code of ethics in psychology in diverse situations.	L, GD, D	ICA, ESE
C. Competence			
	Autonomy and Responsibility		
9	Apply the concepts of psychology in dental practice	L, GD, D	ESE
	Role in Context		
10	Utilize principles and techniques of counselling in dealing with the client's anxiety on hospitalization.	L, GD, D	ESE
11	Apply principles of emotional intelligence in dealing with clients, family and colleagues in the workplace.	L, GD, D	ESE
	Self-Development		
12	Internalize psychological principles to enhance self-awareness and interpersonal interactions	L, GD, D	ESE

D: Discussion, ESE: End Semester Exam, GD: Group Discussion, ICA: In-course Assessment, L: Lectures, Q: Quiz, C. Course Teaching Plan:

Theory (3 credit hours)　　　　　　**Total hours: 3X15= 45 contact hours**

Week	Topic	Learning Outcomes	Assessment Methods
Week 1	**Introduction to Psychology** • Psychology, Human Behaviour and Dentistry • Branches of Psychology • What is Human Behaviour? • Schools of Thoughts in Psychology	LOs 1 & 2	ICA, ESE, Q
Week 2	**Human Development** • Periods Of Development • Physiological development • Stages of development • Psychosexual Development of Human Development • Psychosocial Stages of Development • Emotional Development • Moral Development • Other Theories of Psychological Development	LO 3	ICA, ESE, Q
Week 3	**Sensation and Perception** • The difference between sensation and perception • The five senses • Depth perception • The perceptual process • Perceptual organization	LOs 3 & 4	ICA, ESE, Q
Week 4	**Consciousness, Sleep and Awareness** • The levels of consciousness • The seven states of consciousness • The altered state of consciousness • Circadian rhythm • Stages of sleep • Importance of sleep • Theories of sleep and dreams • Sleep disorders	LO 5	ICA, ESE, Q
Week 5	**Theories of Personality** • Psychoanalytic perspective • The personality structure • Anxiety and defence mechanism • Neo-Freudian perspectives • Trait perspective	LOs 6 & 7	ICA, ESE

Week 6	**Theories of Personality (cont'd)**	LOs 6 & 7	ICA, ESE
	• Carl roger's theory of the self • The Maslow's hierarchy of needs • The social-cognitive perspective behaviouristic Perspective • Albert Bandura's cognitive-social approach		
Week 7	**Intelligence, Learning, and Cognitive Psychology** • What is intelligence? • Theories of intelligence • Multiple intelligences • Influences on intelligence • Triarchic theory of intelligence	LOs 5, 6 & 7	ICA, ESE
Week 8	**In course Assessment**		
Week 9	**Intelligence, Learning, and Cognitive Psychology (cont'd)** • Mental retardation • Emotional intelligence • What is learning? • Classical conditioning • Operant conditioning • Attributes of learning • Types of learning	LOs 5, 6 & 7	ESE
Week 10	**Motivation** • Classification of Motivation and Theories • The Drive-Reduction, Incentive and Arousal Theories • Primary Motivational Systems • Secondary Motivation System • The Humanistic motivations	LOs 7, 8 & 9	ESE
Week 11	**Emotions** • The nature of emotion • The physiology of emotion • Theories of emotion • Classifying emotions • The Plutchnik model of the emotions • Emotional intelligence	LOs 7, 8 & 9	ESE

Week 12	**Social Behaviour** • Social thinking • Social influence • Social Relations	LOs 7 & 8	ESE, A
Week 13	**Abnormal Behaviour** • Approaches in defining abnormal behaviour or psychological disorders • Models of psychopathology • Diagnosis and classification of abnormal behaviour • Examples of mental disorders	LOs 10, 11 & 12	ESE
Week 14	**Concepts of Pain** • Pain scale • Pain management • Barriers of Pain management • Therapeutic management	LOs 10, 11 & 12	ESE
Week 15	**Basic Counseling Techniques And Psychotherapy** • Development of Counseling • Essential services of counselors	LOs 10, 11 & 12	ESE
Week 16	**Basic Counseling Techniques And Psychotherapy (cont'd)** • Goals and the process of counseling • Counseling and therapeutic approaches and models	LOs 10, 11 & 12	ESE
Week 17	**Revision**		
Week 18	**End Semester Examination**		

D. Course Assessment/Grading System
Please refer to RAKMHSU Catalog "Examination and Grading System" for details.

D1. Summary of Assessments

S. No.	Contents	No. of assessments
1	In-course assessment	1
2	Quizzes/Assignments	1
3	Final Examination	1

TBL: Team Based Learning

D2. Grading

Continuous Assessment Ratio for final marks= 60 %		End Semester Examination Ratio for final marks = 40 %	
Quizzes/Assignments	30%	Theory Exam	100%
In-Course assessment	70%		
Total	100 %	Total %	100

D3. Methods of Assessments and Dates of Examinations

S. No.	Contents		Assessment	Date of Examination
A.	**Continuous Assessment (60%)**			
1.	Quizzes	(30%)	10 MCQs	Feb 7- Feb 11, 2021
2.	In- course Assessment	(70%)	35 MCQs	Mar 7 - Mar 11, 2021
B.	**End Semester Examination (40%)**			
1.	**Final Theory Examination**		100 MCQs	May 23 -Jun 10, 2021

E. Recommended Text Book

Author	Title	Edition/Year	Publisher
Kalat, James	Introduction to Psychology	11th Edition 2017	Cengage Higher Education

E1. Recommended Reference Book

Author	Title	Edition/Year	Publisher
Salgado, Arnel B.	Psychology	1ST Edition 2009	McGraw-Hill

SECTION 8. Psychology

8.1 Course Syllabi

8.1.1 Course Title: Psychology
8.1.2 Course no: NPS 7203
8.1.3 No. of Credits: Theory 3 + Practical 0 = 3
8.1.4 Course Prerequisites: First Year Courses
8.1.5 Name of the faculty: Dr. Arnel Banaga Salgado
8.1.6 Place of office: Room # 534
8.1.7 Office hours: 08:30 am to 04:30 pm
8.1.8 Course Duration and Sequence

Year	Semester	
First	I	
Second		
Third		
Fourth		

8.2 Course Catalog

NPS 103: Psychology (Semester I)   **(3-0=3)**

General Psychology is a survey of various methods, principles, and theories of scientific psychology as applied to the study and understanding of human thoughts, emotions and behaviors. It also includes physiological foundations of behavior, growth and development, learning and memory. Motivation and emotions, personality, stress and adjustment, social interactions, and psychological disorders and treatment approaches.

8.3 Course Learning outcomes:

8.3.1 General

The broad goal is to enable the student nurse to apply knowledge of psychology in rendering comprehensive nursing care to the patients.

8.3.2 Specific:
8.3.2.1   Knowledge: (A)

On successful completion of the course student will be able to:

1. Explain the nature of psychology as a science and a profession
2. Apply the major theories and research of psychology including learning and cognition, individual differences, psychometrics, personality, social processes, biological bases of behavior, in the nursing care.
3. Explain the major perspectives of psychology including biological, behavioral, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural.
4. Recognize the influence of culture and gender on human behavior including ethnicity, gender, sexual orientation, religion, disabilities, and aging.
5. Describe the development and explain the mechanism of learning and memory.
6. Describe major applied areas of psychology including clinical, industrial/organizational, school, and health.

7.7.2.1   Skills: (B)

On successful completion of the course student will be able to:

1. Incorporate the psychological principles to social, educational, and organizational issues.
2. Practice the code of ethics in psychology in diverse situations.

7.7.2.2   Competence: (C)

On successful completion of the course student will be able to:

Autonomy and responsibility: (C1)
1. Apply the concepts of psychology in delivering nursing care to the clients.
Self-development: (C2)
1. Internalize psychological principles to enhance self-awareness and interpersonal interactions.
Role in context: (C3)
1. Utilize principles and techniques of counselling in dealing with the client's anxiety on hospitalization.
2. Apply principles of emotional intelligence in dealing with clients, family and colleagues in the workplace.

8.4 Course Plan

Week	Topic	Content	Teaching Method	Hrs	Assessment Methods & Dates
SEMESTER I					
Week 1	Introduction to Psychology	• Psychology, Human Behaviour and the Nursing Practice • Branches of Psychology • What is Human Behaviour? • Schools of Thoughts in Psychology	Lecture & Group Discussion SDL	1	Quiz – 1 November 5
Week 2	Psychology for nurses	• The psychology of Nursing Care • Psychological care • The relationship of psychology to nursing care	Lecture & Group Discussion SDL Quiz No.1	1	
Week 3	Human Development	• Periods Of Development • Physiological development • Stages of development • Psychosexual Development of Human Development • Psychosocial Stages of Development • Emotional Development • Moral Development • Other Theories of Psychological Development	Lecture & Group Discussion SDL	1	
Week 4	Sensation and Perception	• The difference between sensation and perception • Sensation of pain • The five senses • Depth perception • The perceptual process • Perceptual organization	Lecture & Group Discussion SDL Quiz No.2	3	

Week 5	Consciousness, Sleep and Awareness	• The levels of consciousness • The seven states of consciousness • The altered state of consciousness • Circadian rhythm • Stages of sleep • Importance of sleep • Theories of sleep and dreams • Sleep disorders	Lecture & Group Discussion SDL	3	
Week 6	Theories of Personality	• Psychoanalytic perspective • The personality structure • Anxiety and defence mechanism • Neo-Freudian perspectives • Trait perspective • Carl roger's theory of the self • The Maslow's hierarchy of needs • The social-cognitive perspective behaviouristic Perspective • Albert Bandura's cognitive-social approach	Group Discussions SDL Lecture & Discussion Quiz No.3	3	
Week 7	Intelligence, Learning, and Cognitive Psychology	• What is intelligence? • Theories of intelligence • Multiple intelligences • Influences on intelligence • Triarchic theory of intelligence • Mental retardation • Emotional intelligence • What is learning? • Classical conditioning • Operant conditioning • Attributes of learning • Types of learning	Group Discussions SDL Lecture & Discussion	1	Continuous Assessment

Week 8	Motivation	• Classification of Motivation and Theories • The Drive-Reduction, Incentive and Arousal Theories • Primary Motivational Systems • Secondary Motivation System • The Humanistic motivations	Group Discussions SDL Lecture & Discussion	1	Test 1 – October 22
Week 9	Emotions	• The nature of emotion • The physiology of emotion • Theories of emotion • Classifying emotions • The Plutchnik model of the emotions • Emotional intelligence	Group Discussions SDL Lecture & Discussion	1	
Week 10	Stress, Conflict and Coping Mechanisms	• Stress among nurses • Workplace stress and nursing • Types of stressors • Effects of Stress • Coping with stress in the workplace	Lecture & Group Discussion	1	
Week 11	Social Behaviour	• Social thinking • Social influence • Social Relations	Lecture & Group Discussion	1	
Week 12	Abnormal Behaviour	• Approaches in defining abnormal behaviour or psychological disorders • Models of psychopathology • Diagnosis and classification of abnormal behaviour • Examples of mental disorders • NANDA nursing diagnoses appropriate for mental disorders	Lecture & Group Discussion	1	

Week 13	Death and Dying	• Fears of the patient • Stages of Death and Dying • Setting treatment priorities • Hospice services	Lecture & Group Discussion	1	
Week 14	Concepts of Pain and	• Pain • Pain scale • Pain management • Barriers of Pain management • Therapeutic management	Lecture & Group Discussion	1	Quiz 2 – December 5 Assignment 1 – January 5 Continuous Assessment Test 2 – December 14
Weeks 15 -16	Basic Counselling Techniques And Psychotherapy	• Development of Counseling • Essential services of counselors • Goals and the process of counseling • Counseling and therapeutic approaches and models	Lecture & Group Discussion	1	
Week 17	Revision				
Week 18	End Semester Examination				

8.4 Assessment: Grading System

Sr. No.	Evaluation	Weightage
1	Continuous assessment (I,II,III,IV- Best three)	50%
2	Written assignment / presentation	20%
3	Team Based Learning	15%
4	Quiz	15%
	Total (continuous assessment)	**100%**
	Final grading: Continuous assessment Comprehensive exam	60% 40%
	Total	100%

8.5 Recommended Textbook

Author	Title	Published Year & Ed.	Publisher
Kalat, James	Introduction to Psychology	2017 11th Ed.	Cengage Higher Education

8.6 Recommended References and Readings

Author	Title	Published Year & Ed.	Publisher
Ayers, Susan; Visser, Richard de	Psychology for Medicine and Healthcare	2018	Sage Publications

8.7 Instructional Materials and Learning Resources

1. American Psychologist. American Psychological Association, February 2018
2. CINAHL Complete
3. Educational Psychologist, October-December 2017 Volume 52, Number 4
4. Monitor on Psychology, American Psychological Association, February 2018
5. Proquest

Psychosocial Nursing

1. Course Syllabus

1.1 Course Title: Psychosocial Nursing
1.2 Course no: RPN 301
1.3 No. of Credits: Theory 2.5 + Practical 0.5 + Clinical 0 = 3
1.4 Course Prerequisites: Bachelor of Science in Nursing
1.5 Name of the faculty: Dr. Vijaya Kumardhas; Dr. Arnel Bañaga Salgado &
                                Dr. Richard Mottershead
1.6 Office hours: 08:30 am to 04:30 pm
1.7 Course Duration   Six Months

2. Course Catalog

Psychosocial Nursing   **(2.5-0.5-0= 3)**

This course introduces the students to gain advance knowledge and skills in psychosocial nursing and its application into the delivery of practice and role development to diverse populations in the context of everyday life for patients, families, community and workplace.

3. Course Learning Outcomes

3.1 General:

This course enables the students to apply knowledge of psychosocial nursing in giving comprehensive care to patients and their families in diverse population.

3.2 Specific:
3.2.1 Knowledge (A)

On successful completion of the course, the student will be able to:
1. Comprehend factors to consider when caring for patients with various cultural and ethnic backgrounds.
2. Evaluate the purpose of psychosocial assessment within the context of a holistic approach to nursing care.
3. Identify the commonly encountered psychosocial problems to provide holistic care to patients and their families.
4. Recognize resources available in the health-care agencies for psychosocial support for patients and their families.

3.2.2 Skills (B)

On successful completion of the course, the student will be able to:

1. Incorporate psychosocial principles in the care of patients and their families.
2. Develop psychosocial assessment skills based on a comprehensive evaluation of the patient's condition.
3. Demonstrate abilities to analyse given psychosocial data of patients in all settings.
4. Apply knowledge of psychosocial nursing in planning and implementing comprehensive care of patients in all settings.
5. Select appropriate interventions in dealing with various psychosocial disturbances.

2.3 Competence (C)

On successful completion of the course, the student will be able to:

Autonomy and Responsibility (C1)

1. Utilize concepts of psychosocial nursing in delivering quality care to patients amongst a diverse population.
2. Apply knowledge of psychosocial nursing in the care of patients amongst a diverse population.

Self -Development (C2)

1. Empower accountability for learning various belief system and socio-cultural differences impacting health behaviour and practices amongst patients of a diverse population.
2. Internalize psychosocial principles to enhance self-awareness and interpersonal interaction with patients across all settings.

Role in Context: (C3)

1. Utilize principles and techniques of counselling in dealing with patients in all settings.
2. Practice cultural competence in providing holistic care for all patients amongst diverse population.

4. Course content

Week	Topic	Sub Topic: Content	Teaching – Learning Methodology	Evaluation Method
1-3	**Aspects of Psychosocial Nursing**	1. Introduction to Psychosocial Nursing for General Patient Care 2. Psychosocial Response to Illness 3. Nurses' Responses to Difficult Patient Behaviours 4. Crisis Intervention 5. Cultural Considerations: Implications for Psychosocial Nursing Care	Lecture & Interactive session	Continuous Assessment test Assignment Seminar
4-7	**Care of Commonly Encountered Psychosocial Problems**	1. Problems with Anxiety 2. Problems with Anger 3. Problems with Affect and Mood 4. Problems with Confusion 5. Problems with Pain 6. Problems with Nutrition 7. Problems Within the Family 8. Problems with Spiritual Distress 9. Problems with Self-destructive Behaviors	Lecture & Interactive session Group discussion TBL/PBL	Continuous Assessment test Seminar
8	**Mid Semester Examination**			
9-10	**Transitions Across Lifespan**	1. Disability 2. Chronic Conditions 3. Sexuality	Lecture & Interactive session	Continuous Assessment test

11-12	**Loss/Grief, Coping and Family**	1. Loss and Grief 2. Coping 3. Understanding Family Needs, Roles and Responsibilities 4. Chronic Conditions	Lecture & Interactive session	Continuous Assessment test
13-14	**Special Topics**	1. Nursing Management of Special Populations • Care of Patients with Sleep Disturbances • Care of Patients who are Chronically Ill • Care of Homeless Patients with Chronic Illness • Care of the Dying Patient 2. Disaster Planning and Response - Psychosocial Impact • The Disaster Victim/Patient • The Disaster Responder/Nurse	Lecture & Interactive session Small Group discussion	Continuous Assessment test
16	Revision			
17	**End Semester Examination**			

5. Assessment: Grading System

Sr. No.	Evaluation	Weightage
1	Mid-semester Examination (1)	50%
2	Written assignment (1)	20%
3	Team/Problem Based Learning (1)	15%
4	Seminars (1)	15%
	Total (Continuous Assessment)	**100%**
5	**Final grading:** Continuous assessment End-semester exam	 60% 40%
	Total	100%

6. Recommended Textbooks

Author	Title	Published Year & Ed.	Publisher
Roberts, Dave	Psychosocial Nursing Care (A Guide to Nursing the Whole Person)	2013 1st Edition	McGraw-Hill Education
Drench, Meredith E., *et.al.*	Psychosocial Aspects of Health Care	2012 3rd Edition	Pearson Education

7. Recommended References and Readings

Author	Title	Published Year & Ed.	Publisher
Gorman, Linda M. & Sultan, Donna F.	Psychosocial Nursing for General Patient Care	2008 3rd Edition	F.A. Davis Company
Kalat, James	Introduction to Psychology	2017 11th Edition	Cengage Higher Education

8. Instructional Materials and Learning Resources
1. CINAHL complete
2. ProQuest
4. EBSCOhost eBooks
5. American Psychology Association
6. Educational Psychologist

ST. JAMES COLLEGE OF QUEZON CITY

736 Tandang Sora Avenue corner Mindanao Avenue, Quezon City

Office of the Executive Assistant on Administration
Chancellor/Dean, College Department

Telephone Nos. 926-39-30/31; 929-15-24   Loc. 131

C E R T I F I C A T I O N

TO WHOM IT MAY CONCERN:

In the interest of the service, and to maximize the potentials of the personnel hereto given this certification, **it is hereby certified** that **MR. ARNEL SALGADO, RN, MAT SCHOOL PSYCHOLOGY, MA Ed NURSING (34 UNITS)**, Principal, Intermediate & High School, St. James College of Paranaque City, was transferred from that campus, to St. James College of Quezon, much bigger campus in population, **to become PRINCIPAL, Intermediate & High School**, and, **CLINICAL COORDINATOR, College of Nursing**, of the same school. He is further tasked to help effect and implement policies and actions on fraternities as prohibited by the Department of Education. **This is in effect a promotion for said personnel.**

His appointment as PRINCIPAL and CLINICAL COORDINATOR carries a monthly salary of TWENTY THOUSAND PESOS (P 20,000) plus other benefits.

Given this 20th day of April 2004 at Quezon City for whatever purpose it may serve the person hereto given this certification.
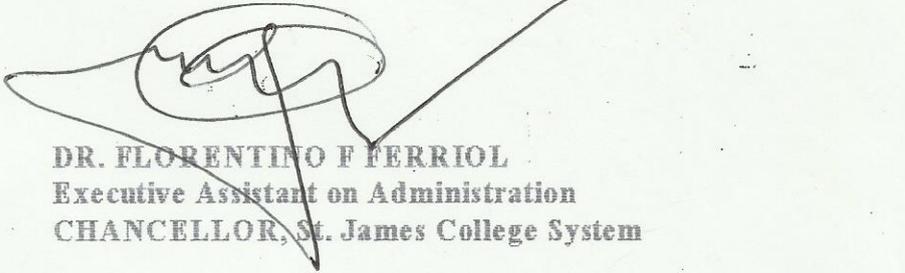
DR. FLORENTINO F FERRIOL
Executive Assistant on Administration
CHANCELLOR, St. James College System

CERTIFICATE OF GOOD MORAL CHARACTER

TO WHOM IT MAY CONCERN:

This is to certify that MR. ARNEL B. SALGADO, faculty and PRINCIPAL, St. James College of Paranaque City, is hereby given good moral and excellent character certification for whatever purpose it may serve him.

Given this 25th day of March 2004, at St. James College Systerm.
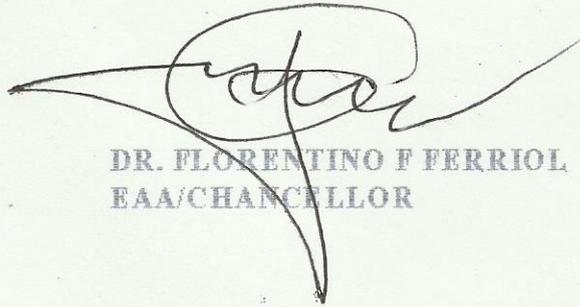
DR. FLORENTINO F FERRIOL
EAA/CHANCELLOR

AMA
School of Medicine

CERTIFICATION

TO WHOM THIS MAY CONCERN

This is to certify that **DEAN ARNEL B. SALGADO, RN, MAT,MAN** is employed as a full time *DEAN OF THE COLLEGE OF NURSING* of this institution starting November 2, 2005 up to the present.

This further certifies that **DEAN ARNEL B. SALGADO, RN, MAT,MAN** receives a monthly compensation of **Php 65,000.00.**

This certification is issued upon the request of that **DEAN ARNEL B. SALGADO, RN, MAT,MAN** for whatever purpose it may serve him best.

By

AMA School of Medicine - College of Nursing
August 31, 2006
Cainta, Rizal
PHILIPPINES

SHALEEMAR CARBONELL
HR SUPERVISOR

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OUR LADY OF LOURDES HOSPITAL

Vinzons, Daet, Camarines Norte
Tel No. (054) 721-13-68; Fax No. (054) 721-2610

CERTIFICATION

TO WHOM THIS MAY CONCERN

This is to certify that **MR. ARNEL B. SALGADO, RN, MAT, MAN** is employed as **CHIEF NURSE** of this hospital starting November 2, 2006 up to the present.

This further certifies that his performance is exemplary. **MR. ARNEL B. SALGADO** is also of good moral character.

This certification is issued upon the request of **MR. ARNEL B. SALGADO, RN, MAT, MAN** for whatever purpose it may serve him best.

By

Our Lady of Lourdes Hospital
March 6, 2006
Daet, Camarines Norte
PHILIPPINES
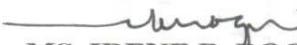
MS. IRENE B. ROQUE
Personnel Officer

Appendix 11 - WOU Course Coordinator Profile

About Us

Overview

Vision, mission & values

History

☐ How WOU is organised

WOU Mementos

WOU Facilities

Logo Rationale

Crest Rationale

☐ **Academic Profile**

  ☐ School of Business and Administration

  ☐ School of Science and Technology

  ☐ School of Education, Languages and Communications

  ☐ **School of Foundation and Liberal Studies**

    Dr Arnel Banage Salgado

    Jasmine Selvarani Emmanuel

About Us

Home > About Us > Academic Profile > School of Foundation and Liberal Studies

ACADEMIC STAFF

Name of Staff:	**Dr Arnel Banage Salgado**
Designation:	Senior Lecturer
Qualifications:	EdD (Ed.Mgmt), RN (Phl, My), MA (Nsg), MAT (Sch Psych), Cert. in Teaching, BSc (Nsg)
Biodata:	Dr. Arnel Banaga Salgado is a educated and trained as a School Psychologist from the premier teachers' school in the Philippines, the Philippine Normal University. He is also a licensed teacher and nurse registered both in the Philippines and Malaysia.
Course Development Experience:	Nursing, Psychology and Educational management

Research Interest:
1. Mental Health for the Adolescents
2. Community Mental Health
3. Psychometric Test Development
4. Public Health
5. School Psychology
6. Abnormal Psychology
7. Psychology in Nursing

Selected Publications:
1. Salgado, Arnel B. (2009). Psychology for Nurses (1st ed.). Selangor: McGraw-Hill
2. Salgado, Arnel B. (2001). Introductory Principles and Processes of Biology. Philippines: Mutya Publishing House

Official Correspondence Address:	2-3A-31 Lavender Park, Taman Sinar Pelangi, Lorong Penawar 2, Jelutong, 11600 Georgetown, Penang, MALAYSIA. Phone number: +60-4-2810106; HP: +60162768546
Email Address:	arnelbs@wou.edu.my

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UCSI University
Faculty of Medical Sciences
School of Nursing

Full Name
DR. ARNEL BANAGA SALGADO

Current Position
SENIOR LECTURER

Academic Qualifications
Doctor of Education (Ed.D.), Master of Arts in Nursing, Registered Nurse, Licensed Teacher, Graduate Diploma in School Psychology, Certificate in Teaching, Bachelor of Science in Nursing

Professional Bodies
Philippine Nurses Association (PNA), Association of Deans of the Philippine Colleges of Nursing (ADPCN), Association of Nursing Service Administrators of the Philippines (ANSAP), Mother and Child Nurses Association of the Philippines (MCNAP), Philippine Association of Psychosocial Helping Professionals (PAPSHP), Philippine Mental Health Association (PMHA), International Existential Psychology and Psychotherapy Association (IEPPA), National Organization of Professional Teachers (NAOPT), East Asia Foum of Nursing Scholars (EAFONS)

Research (any on-going / completed research project)
Construction of Personal Meaning Inventory for South East Asian Health Care Providers; Development and Validation of Self-worth Scale Inventory (SWOSI); A Preliminary Study on Stress Among First Year Nursing Students of UCSI University, Exploration on the Knowledge and Practical Skills of Nurses on the Endotracheal Suctioning in the Intensive and High Dependency Care Units; Physical, Psychological, Social and Sexual Experiences of Women Who Underwent Mastectomy in Maldives; Exploration Sudy on the Knowledge of Nurses on Pain Management; Awareness of Indhira Gandhi Memorial Hospital Operating Room Nurses regarding Blood-borne Diseases

Publications
Psychology for Nurses (Book, McGraw - Hill Education, sole author); Introductory Psychology for Nurses and Allied Health Sciences (Book, Jaypee Brothers, sole author); General

UCSI University
Kuala Lumpur Campus
No. 1 Jalan Menara Gading, UCSI Heights, 56000 Cheras, Kuala Lumpur, W. P. Kuala Lumpur.
Tel: 03-91018880   Fax: 03-91023606   Website: www.ucsi.edu.my

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Psychology (Book, Mutya Publishing House, co-author); Introductory Processes and Principles of Biology (Book, Mutya Publishing House, sole author); Pilipino Logotherapy (Book, PLFI, sole author); Develeopment and Validation of Self-worth Scale Inventory (Full research article, Asian Journal of Nursing, sole author); Oxford Handbook of Children's and Young People's Nursing (Book – South East Asian Edition, Oxford - Fajar, contributor); Oxford Handbookof Clinical Skills in Adult Nursing (Book – South East Asian Edition, Oxford – Fajar, contributor); Oxford Handbook of Midwifery (Book – South East Asian Edition, Oxford – Fajar, contributor); Oxford Handbook of Emergency Nursing (Book – South East Asian Edition, Oxford – Fajar, contributor)

Appendix 13 - American Psychological Association Profile

AMERICAN PSYCHOLOGICAL ASSOCIATION │ Membership Directory BETA

Arnel Salgado, PhD

ACTIONS ▾

To update your name, please contact the APA Service Center at apaservice@apa.org or call 1-800-374-2721; TDD/TTY: (202) 336-6123, Monday through Friday, 9 a.m. to 6 p.m. ET.

- Member 3rd Year

My Profile   My Connections ▾   My Account ▾

Contact Details ✎

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Ras Al Khaimah
Business: +97172269000
Home: +97172217808
Mobile: +971568827333
Home Fax: +97172217808

Email Address

Nickname ✎

- DR. ARNEL

Biography ✎

Dr. Arnel Banaga Salgado was educated and trained as a school psychologist from the Philippine Normal University (PNU), the premier university for teachers and school psychology in the Philippines. In 2003, he was awarded the Graduate Diploma (equivalent to Master of Arts in Teaching) with specialization in School Psychology. Currently, he is involved with psychometric test and scale inventory development; indigenization of psychological inventories; serves as consultant in the setting up of school psychology and guidance counseling department and conducts counseling and psychotherapy sessions once in a while. Dr. Arnel is credited with the development, validation and standardization of psychometric instrument which he called, Self-Worth Scale Inventory (SWOSI). This instrument is widely used now in the Philippines and other countries to measure the self-worth of students and adolescents.

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Social Media

ACTIONS ▾

Former Name

Add former name

ADD

Divisions

5
Quantitative and Qualitative Methods

7
Developmental Psychology

8
Society for Personality and Social Psychology

10
Society for the Psychology of Aesthetics, Creativity and the Arts

15
Educational Psychology

24
Society for Theoretical and Philosophical Psychology

Dr. Arnel was always appointed to serve as Coordinator for Students' Affair in all the universities that he joined because of his education as school psychologist, experience and expertise in handling students, counselling and other student related activities.

Dr. Arnel also served as psychology lecturer in several colleges and universities in the Philippines, Malaysia and the United Arab Emirates. He also served as a course coordinator of the Psychology program of the School of Foundation and Liberal Studies (SFLS) at Wawasan Open University, Penang Malaysia. His main functions were the development of various Psychology courses and secure approval from the college council and the university senate, then its delivery using the ODL mode. He supervised tutors who conducted sessions, marking TMAs and TGEs. Among the courses that were developed and duly approved by the college council and the university senate were: Strategies & Techniques of Counseling, General Psychology, Health Psychology, School Psychology, Psychotherapy, Psychology of Exceptional Children, Experimental Psychology, Abnormal Psychology, Child Development, Adolescent Psychology, Adult Psychology, Theories of Personality, Organizational Psychology, Cognitive Psychology and Psychology of Creativity. On top of his academic job, he is involved in counseling students, migrant workers and his regular clients. For his civil activities, he is involved with church based Christian clinical counseling apostolate especially among the migrant workers. He has also contributed in psychology journals and publications in the Philippines. Among his writings are Introduction to Psychology which he collaborated with psychology experts, researchers and leaders in the Philippines, the Psychology for Nurses (sole authorship) published by McGraw Hill in 2009. He has presented several papers in local as well as international conferences. Dr. Arnel is also a registered nurse and a board certified teacher.

As an educator in both the basic and tertiary levels, Dr. Arnel is always involved in various committees such as, teaching and learning, student affairs, research, examination and vetting as well as faculty development. He always carried out all his tasks with high degree of enthusiasm and excellence.

His research interests are focused on indigenization and development of new psychometric tools and inventories, mental health and hygiene, behavior modifications and alternative psychotherapeutic interventions for students. Currently, he is serving as Editorial Board member in several international journals and book publishers.

Because of his commitment to help in the improvement of himself professionally, he continued his post-doctoral studies eventually earning him a Certificate in Health Informatics with Distinction from the Health Institute of Informatics at from De La Salle University – Manila. He is also training to be a cognitive behavioral therapist, hypnotherapist and special education needs

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and disability (SEND) specialist. On September 10, 2016, he was inducted to the Honor Society of Nursing, Sigma Theta Tau International (STTI).

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Society for Humanistic Psychology

2016 Convention

Attendee

Presenter

Education ✎ **+ ADD**

Philippine Normal University ✎ 🗑
School Psychology

Certifications ✎

- PRC-RP

Current Major Field ✎

- Clinical Psychology

Psychological Interest Areas ✎

- Adolescent Therapy
- Alcoholism & Alcohol Abuse
- Anxiety
- Applied Behavior Analysis
- Assessment/ Diagnosis/ Evaluation
- Attention Deficit Disorder
- Behavior Therapy
- Child Development
- Child Psychology
- Child Therapy
- Client-Centered Therapy
- Psychoanalysis
- Psychometrics

Job History ✎ **+ ADD**

RAKCON ✎ 🗑
RAK MEDICAL & HEALTH SCIENCES UNIVERSITY
Assistant Professor
December 2011 - present

State Licensure

Add State Licensure

ADD

Private Practice ✎

- Yes

SPTA Membership

Add SPTA Membership

ADD

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- Psychopathology
- Psychotherapy
- Quantitative/ Mathematics/ Psychometrics/ Statistics
- Rational-Emotive Therapy
- Rehabilitation
- Research & Training
- Special Education

2016 APA Convention ✎

- Convention Attendee
- Convention Presenter

Publications ✎

Salgado, Arnel (2016). Implementation of the Functional Emotive Existential Therapy for the Caregivers and People with Alzheimer's Disease, International Journal of Neurological Nursing in Issue 2, Volume 2

Salgado, Arnel (2009). Psychology for Nurses McGraw-Hill Education, Malaysia

Salgado, Arnel (2015). Personal Meaning Inventory for South East Asian Health Care Providers, Lambert Academic Publishing (ISBN 978-3-659-74182-1

Oxford Handbook of Critical Care Nursing (Contributor – South East Asian Edition), Oxford University Press (2011)

Oxford Handbook of Peri-operative Nursing (Contributor – South East Asian Edition), Oxford University Press (2011)

Oxford Handbook of Nursing of Older People (Contributor – South East Asian Edition) ISBN 978-0-19-921328-3, Oxford University Press (2011)

Oxford Handbook of General Adult Nursing (Contributor – South East Asian Edition) ISBN 978-0-19-923135-1, Oxford University Press (2011)

Oxford Handbook of Pediatric Nursing (Contributor – South

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All information below is for APA use ONLY and is not viewable by other members in the directory.

How do you self-identify as a psychologist? (e.g., clinical psychologist, researcher, etc.)
- School Psychologist
- Clinical Psychologist, Researcher

Powered by Higher Logic

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NEW from McGraw-Hill

PSYCHOLOGY for NURSES

Arnel Banaga Salgado
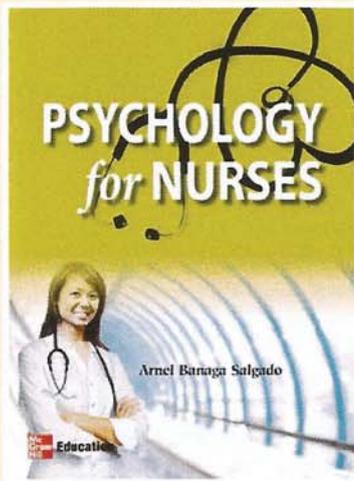
ISBN : 978-983-3850-76-1
List Price : RM33.90
Pub Date : June 2009
Page : 188

Chapter 1: Psychology for Nurses

Chapter 2: Psychology, Human Behavior, and Nursing Practice

Chapter 3: Human Development

Chapter 4: The Biological and Physiological Basis of Behavior

Chapter 5: Sensation and Perception

Chapter 6: Consciousness, Sleep, and Awareness

Chapter 7: Theories of Personality

Chapter 8: Intelligence, Learning, and Cognitive Psychology

Chapter 9: Motivation

Chapter 10: Emotions

Chapter 11: Stress, Conflict, and Coping Mechanisms

Chapter 12: The Psychology of Social Behavior

Chapter 13: Psychological Assessment and Testing (Psychometrics)

Chapter 14: Abnormal Behavior

Chapter 15: Counseling and Psychotherapy

The book ...

A comprehensive book written for those taking diploma and degree programmes in nursing. It is also for the registered nurses (RN) who would like to enrich their nursing practice.

The content ...

It is divided into fifteen chapters with key features that include introduction, key concepts, multiple essay questions, short-answer questions, and multiple-choice questions to reinforce learning.

The author ...

Arnel Banaga Salgado is a lecturer at UCSI University, Kuala Lumpur. He was formerly an associate professor of nursing, psychology, and education; dean of a college of nursing at a government university in the Philippines; chief nurse of a tertiary hospital; director of nursing service; principal of a school; a registered nurse (in Malaysia and the Philippines); a registered teacher; a chartered school psychologist; and a nurse researcher in mental health and psychiatric nursing.

Arnel Banaga Salgado

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Arnel Salgado

Nurse, educator and psychologist -- three-prong career to take care of family and community

Ryan Thomas Namia

RAS AL KHAIMAH-based Dr. Arnel Salgado is a man with three professions – a registered nurse in the Philippines and Malaysia, a licensed teacher, and a psychologist. He uses these professions to take care of his family and the community.

Currently, he is an assistant professor of psychology and psychiatric nursing at the RAK Medical and Health Sciences University, a leading health and medical sciences recognized and accredited by the Ministry of Education. He is also a member of Center for Educational Development and Research (CEDAR).

Salgado previously occupied various positions and committee membership, such as RAKCON Students Affairs Coordinator, Student Nurse's Forum (SNF) Founding Adviser and RAKCON Research Committee membership.

He has been involved in so many professional, community and research projects. He was engaged in book-writing and involved in various peer-reviewed international journals as a board member, editor and editor-in-chief.

In 2011, during a sojourn in Malaysia, he was awarded Doctor of Science degree (honoris causa) for his valuable social contribution in the country. Moreover, last year, he was awarded Doctor of Psychology degree (summa cum laude) by Saint James the Elder University in Florida, USA.

Salgado is doing a research project entitled "The Psychology of 'SHARED' Consciousness" and a new model called "SHARED" Theory of Nursing Care.

"*We are always engaged in health and educational activities in our surrounding communities, mental health awareness program, diabetes education, raising funds and contribute, time and expertise with the American Psychology Association (APA) on which I am an active international member with affiliations on its various divisions,*" he said.

Salgado was invited and inducted as a full member of Sigma Theta Tau International Society of Nursing and a full voting member of the APA with membership on several divisions.

A man of three careers

With three different professions, Salgado was asked what inspires him to do what he's doing. He said his encounter with various communities, culture and the worsening psychosocial conditions of underprivileged communities, families and individuals inspire him to do projects.

"*I always say 'I am not working, I am playing' since I enjoy what I do. I am in the educational sector, thus, the thought of training would-be-professionals is a paramount satisfaction,*" he added.

Family, career and wealth

His advice to the Filipinos considering his careers is not to look for a monetary return.

"You need to choose a career that is personally rewarding and useful, so you will not work a single day in your life," Salgado said.

The family is one of the reasons why Filipinos work abroad; but, for him, the family should not be left behind since they are the reason why people work.

"*Do not leave your family behind since family is the reason why you work, if you have the capacity to bring them with you, do it,*" he added.

Salgado emphasized that family is more important than money, but if a person does not have a chance to do that, the family needs to consider staying in the home country and become productive.

"*I am at the peak of my career. The thing that I am doing now is to return the favour that God and community gave me,*" he said.

Salgado said that his major achievement, so far, was the publication of his book in Psychology by McGraw-Hill, a well-known international publisher; and so with his family and sons who are doing great at Gems Westminster School in RAK.
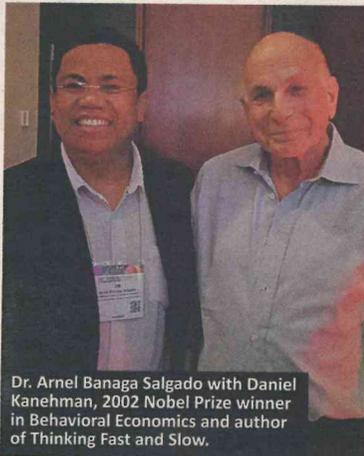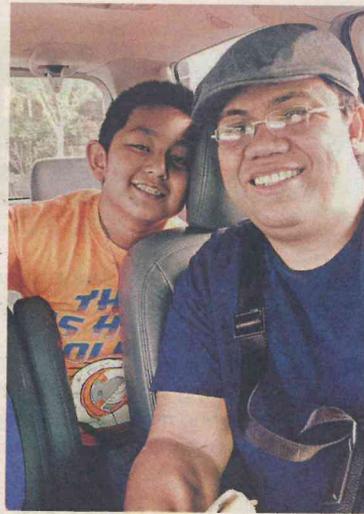
Dr. Arnel Banaga Salgado with Daniel Kanehman, 2002 Nobel Prize winner in Behavioral Economics and author of Thinking Fast and Slow.

Dr. Arnel Banaga Salgado with Dr. Martin Seligman, award winning author of Authentic Happiness and advocate of positive psychologist.

Appendix 16 – Appointment as Editor in Chief

31st March 2021

To

Dr. Arnel Banaga Salgado,
Assistant Professor - Psychiatric Nursing & Psychology,
RAK Medical & Health Sciences University,
Ras Al Khaimah, United Arab Emirates.

Sub: Appointment as Editor–in-Chief of i-manager's Journal on Nursing (JNUR).

Dear Dr. Arnel Banaga Salgado,

Greetings!

We take pride in announcing your appointment as the Editor-in-Chief of i-manager's Journal on Nursing (JNUR). Your term of office will be from April 2021 to March 2024 for a period of three years.

As the Editor-in-Chief of the Journal, you would be responsible for the overall publishing process of the Journal, working in tandem with the Corresponding Editor and the Editorial Board. The Editor-in-Chief would be responsible for the scientific content of the Journal and responsible for driving the strategic direction of the Journal.

We welcome you on board and wish you good luck in this association!

Renisha Winston
Editorial Director
i-manager Publications

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Mr Arnel Banaga Saldago
DT-F-1 Le Jardine Deluxe Condominium
Jalan Pandan Indah 4/12,
Pandan Indah
Ampang
55100 Kuala Lumpur

Dear Mr Arnel,

Contributor's Copy of Oxford Nursing Handbooks

It gives me immense pleasure to announce the publication of the following titles:
(i) *Oxford Nursing Handbook of Clinical Skills in Adult Nursing*
(ii) *Oxford Nursing Handbook of Emergency Nursing*
(iii) *Oxford Nursing Handbook of Midwifery*
(iv) *Oxford Handbook of Paediatric Nursing*

I am sending to you one copy of each book as your contributor's copy. The price of the book has been fixed at RM 49.90 each.

We would like to take this opportunity to thank you for the commitment shown throughout this project.

Best wishes,

Azra Dato' Azman
Editorial Manager
Oxford Fajar Sdn Bhd

Journals Pub

Implementation of the Functional Emotive Existential Therapy for the Caregivers and People with Alzheimer's Disease Related Dementia

*Arnel Banaga Salgado**
RAK College of Nursing, RAK Medical and Health Sciences University, Ras Al Khaimah, UAE

ABSTRACT

The care of the dementia clients often takes negative tool to all the caregivers. Most of the time, they are affective, psychologically emotionally and spiritually leading to loss of meaning, most of the time severe depression bordering into psychopathological condition such as mood disorder and sometimes schizophrenia. The institute that was founded by Dr. Arnel Banaga Salgado implemented its psychosocial intervention called Functional Emotive Existential Therapy in two stages: (a) For the Caregiver, and (b) for the AD clients with dementia. The three main tasks of therapy are the following (Bugental, 1990): (a) to assist clients in recognizing that they are not fully present in the therapy process itself; (b) to support clients in confronting the anxieties that they have so long sought to avoid; and (c) to help client redefine themselves and their world in ways that foster greater genuineness of contact with life. The clients with dementia are otherwise responsive to the following phases of the program, (a) Functionality assessment and therapy, (b) Existential assessment and therapy, and (c) Emotional assessment and therapy. The results both for the caregivers and the clients are promising. After 30 days of implementing the FEET's ABCDE modalities to the caregivers and to the patients with Alzheimer's' disease related dementia of various stages using GDS and MMSE, the caregivers showed positive signs of improvement particularly in terms of meaning development, diminishing the occurrence of depression, anxiety and other psychopathologic conditions arising from the care of their relatives with dementia. On the other hand, in terms of helping the client with dementia, the FEET therapy showed a positive improvement on the decrease of BPSD, increasing functionality, simple memory and finding meaning on their activities of daily living. The FEET should be implemented in other areas, including hospice care, assisted living or nursing homes.

Keywords: caregivers, dementia, emotional

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INTRODUCTION

The Functional Emotive Existential therapy was developed to help individuals gain positive perspective in life during and several years after the encounter. It is specifically designed to health workers like nurses, doctors, medical assistants and caregivers who are often overlooked in the health care delivery system. The proponent of the therapy set two perspectives to cater the needs of the caregivers who care for the dementia clients with Alzheimer's disease and the patients themselves. The psychosocial therapy which is called Functional Emotive Existential therapy (FEET) was conceived after the validation and standardization of the Personal Meaning Scale Inventory (2005) developed by Dr. Arnel Banaga Salgado.

The care of the dementia clients often takes negative tool to all the caregivers.

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Most of the time, they are affective, psychologically, emotionally and spiritually leading to loss of meaning, most of the time severe depression bordering into psychopathological condition such as mood disorder and occasionally schizophrenia. In this case, the caregivers need to be cared by qualified health professionals. In the Alzheimer's Disease related dementia, most of the caregivers do not have proper training, in this case medical training that is why, they themselves succumbed to depression especially when they are caring for a relative who is in the stage 7 AD where screaming is a dramatic problem (Teri et. al., 1992) as well as the appearance of the BPSD (Behavioral and Psychological Symptoms of Dementia).

On the other hand, the clients need to be considered also in the implementation of Functional Emotive Existential Therapy where the focus of the psychosocial therapy is to provide meaningful life to the clients in the different stages of AD specially those who develop dementia. The major areas considered by the team were on the functionality, emotions and the meaningful existence of the clients.

METHODS
The Implementation of FEET to the Caregivers

The caregivers played very important roles in the success of the implementation of the Functional Emotive Existential Therapy (FEET). The programs were implemented by the institute for a period of one month to at least 5 caregivers and their family members who are diagnosed with Alzheimer's disease. Although the n=5 is too small respondents, it would appear to be promising considering the positive results and outcomes of the therapy. Among the following steps done by the caregivers are represented by this illustration:

SITUATION	→	The PMSI	→	The FEET
Current state of mind of the caregiver		Assessment of the current state of mind of the health professionals using the newly validated and standardized Personal Meaning Scale Inventory		The application of Functional Emotive Existential Therapy following the ABCDE model of the FEET: A- Situation of the health professional iB – irrational and unaccepable behavior C – Consequences both on the emotion and behavior D – Disputing E – Effective functionality and a better outlook in life

The experts in the institute emphasize to the caregivers their freedom to choose with what to make of their life's circumstances. This approach was grounded on the assumption that caregivers are free to act and think, therefore they are responsible for the choices and actions that they make. They are also considered as the authors of their own lives because they draw up the blueprints for its design. A basic existential premise is that they are not the victims of circumstances, because to a large extent they are what they chose to be. The three main tasks of therapy are the following (Bugental, 1990):

(a) To assist clients in recognizing that they are not fully present in the therapy process itself
(b) To support clients in confronting the anxieties that they have so long sought to avoid
(c) To help client redefine themselves and their world in ways that foster greater

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genuineness of contact with life

Since this therapy (FEET) is a process of searching for the value and meaning in life, the following processes were done (see illustration). (1) The caregivers were a given a psychometric test developed and standardized by Dr. AB Salgado, the Personal Meaning Scale Inventory (PMSI). (2) Upon identification on the level of personal meaning of the caregiver, the institute designed individually the programs on the ABCDE of FEET. (3) After the intense workshop for a week, a weekly follow up at the institute was prescribed among all the participants.

The Implementation of FEET to the Clients With Dementia

The clients with dementia are otherwise responsive to the following phases of the program devised by the institute:

- Phase 1: Functionality assessment and therapy

  The institute devised a functional observation tool to assess how the client with dementia would his activities of daily living including his activities for leisure, like games, gardening among others. It also includes the assessment as well as the intervention on functionality of memory by using familiar pictures taken during the time of the therapy by the clients themselves with the assistance of the caregivers (using the digital camera).

- Phase 2: Existential assessment and therapy

  The institute assesses and delivered therapeutic intervention to the clients based on the identified activities that is most of the time done by the clients.

- Phase 3: Emotional assessment and therapy

  The emotional state of the clients were assessed and the institute implemented programs to let the clients connect with the caregivers, family members by enjoying their presence, the children of the caregivers as well singing familiar songs during the therapy.

OUTCOMES AND PERSPECTIVES

After 30 days of implementing the FEET's ABCDE modalities to the caregivers and to the patients with Alzheimer's' disease related dementia of various stages using GDS and MMSE, the caregivers showed positive signs of improvement particularly in terms of meaning development, diminishing the occurrence of depression, anxiety and other psychopathologic conditions arising from the care of their relatives with dementia. On the other hand, in terms of helping the client with dementia, the FEET therapy showed a positive improvement on the decrease of BPSD, increasing functionality, simple memory and finding meaning on their activities of daily living. The FEET should be implemented in other areas, including hospice care, assisted living or nursing homes.

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Employers' Satisfaction of MSN Graduates from RAK College of Nursing, RAK Medical & Health Sciences University, United Arab Emirates

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ABSTRACT
Employers' satisfaction surveys can provide educational providers tools to evaluate if the programs that they ran are meeting their expectations and goals. For this reason, the RAK College of Nursing conducted its own survey to find out if the employers of all the 80 alumni from 2013 up to 2019 were satisfied with their job performance. The survey was conducted for a period of 6 months, from June 1, 2019 up to December 30, 2019. The employers' satisfaction surveys were measured in five (5) dimensions such as critical thinking, communication, nursing interventions, leadership/management and research participation. For the period of 6 months, 48 employers responded. The first four components of the instrument registered a scale more than the average expected mean of the participants' evaluation that was set at 3.5 from a 6-point Likert Scale. Similarly, because its confidence interval lies entirely at more than .05 (p=.066), the item number 21 that represented research participation is found to be lacking in terms of practice. It has a mean of 3.85 only.

Keywords: *Critical thinking, communication, nursing intervention, research participation, satisfaction*

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INTRODUCTION
The RAK College of Nursing was founded in order to secure a laudable future of the students by ensuring undergraduate and graduate curricula that are responsive to the newer trends in higher education, nursing and health care [1]. With this in mind, the founding dean who is incidentally still the current dean of the college, made it sure that quality education would be given to those who were enrolled in the graduate programs of RAKCON [2, 3]. Thus, looking into the placement of its MSN alumni, majority secured leadership roles and positions in most of the leading public and private hospitals in the UAE and around the world [4].

In order to ensure the quality of graduate education provided by the college, an employers' survey was conducted for the period of 6 months from June 1, 2019 up to December 30, 2019. The following evaluation points were asked to be evaluated by the immediate supervisors of the alumni such as: a) Critical Thinking;

b.) Communication; c.) Leadership/ Management; and d.) Research Participation [5, 6].

METHODOLOGY
A survey based descriptive model was used for this study. The questionnaire was drafted based on the learning outcomes of the MSN program, i.e., knowledge, skills, competencies which were further subcategorized into autonomy and responsibility, role in context and self-development. The draft was validated by the panel of senior faculty members of the college. They took into consideration the content and the language of the questionnaire. After the review of the proposed instrument, recommendations were made and necessary improvements in the instrument were done. All constructs were measured using 6-point Likert scales with anchors on Not Applicable (=0) and Always (=5).

The survey consisted of 21 items that the respondents had to answer with a 6-point Likert scale. The aim was to conduct the survey with all of the 80 MSN alumni. In the end, 48 employers participated in the survey.

RESULTS AND DISCUSSION
The employer survey was sent to the employers of RAKCON's MSN alumni after establishing the location of their workplace. Several communication activities were conducted including telephone conversation as well as email correspondence [7]. In order to maintain the reliability, validity and confidentiality of the survey, the college established communication line with the employers

after which the survey instrument was sent. For a period of 6 months, out of the 80 employers, 48 (n=48) employers responded positively; that accounts to 60% of the total graduates. Table 1 shows the actual distribution of MSN graduates which accounts to total population of the MSN alumni (N=80); the actual frequency of employers who participated as well as its percentage and the percentage of participants by year [8].

Table 1 shows that the 2013 batch has the highest compliance pegged at 100.00% or 12 out of 12 employers of the alumni participated, while the 2016 batch registered the lowest at 33.33%, i.e. only 4 out of 12 employers of the MSN batch 2015 alumni participated (Figures 1 and 2).

The survey was conducted in 23 agencies located in the United Arab Emirates and the United States of America. All of the hospitals involved were tertiary hospitals while non-hospitals were established institutions with positive reputations in their respective industries like the Dubai Ambulance and the RAK College of Nursing. Ibrahim Bin Hamad Obaidullah Hospital (IBHOH), Abdullah Bin Omran Hospital for Obstetrics and Gynecology (Omran Hospital), Saqr Hospital and RAKCON employed five (5) MSN alumni each that would account to 20 MSN graduates or total percentage of 41.60 at 10.4% each participation as shown in Table 2 and Figure 3. The MSN alumni were evaluated by their respective supervisors and the dean herself. Positive feedbacks were given and the rates were high, indicative of their satisfaction on the performance of the MSN alumni.

Table 1: *Valid Percentage Representation of the Sample (n=48) and Percent by Year.*

Year of Graduation	2013	2014	2015	2016	2017	2018	2019	Total
Total Population	12	6	4	12	16	16	14	80
Sample frequency	12	5	2	4	8	10	7	48
Percent by Sample	25	10.4	4.2	8.3	16.7	20.8	14.6	100
Percent by Year	100	83.33	50	33.33	50	62.5	50	
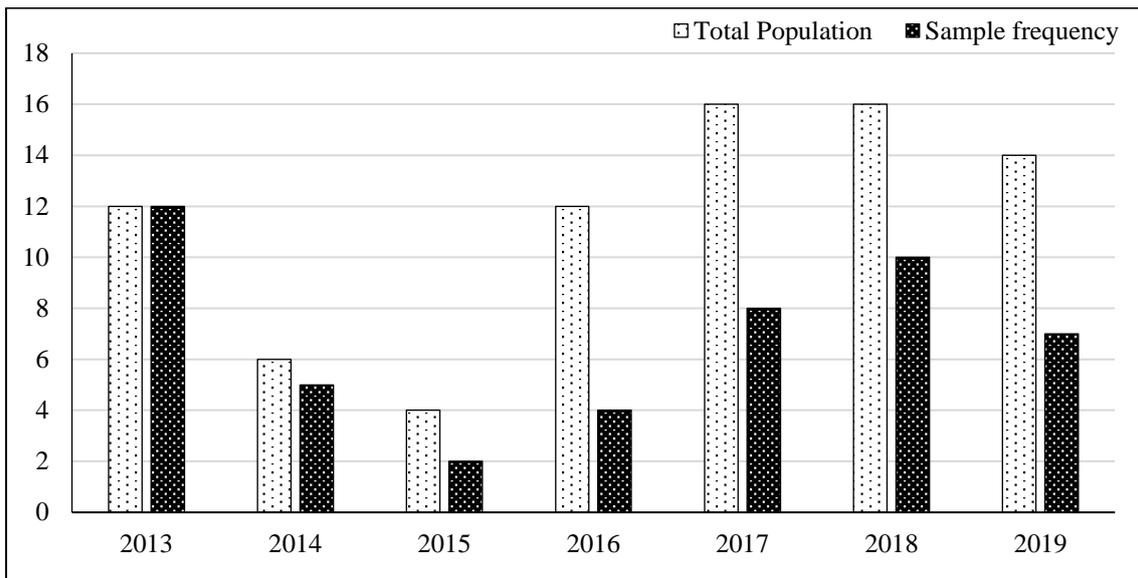
Fig. 1: *Percentage Comparison of Total MSN Graduates and Samples by Year.*
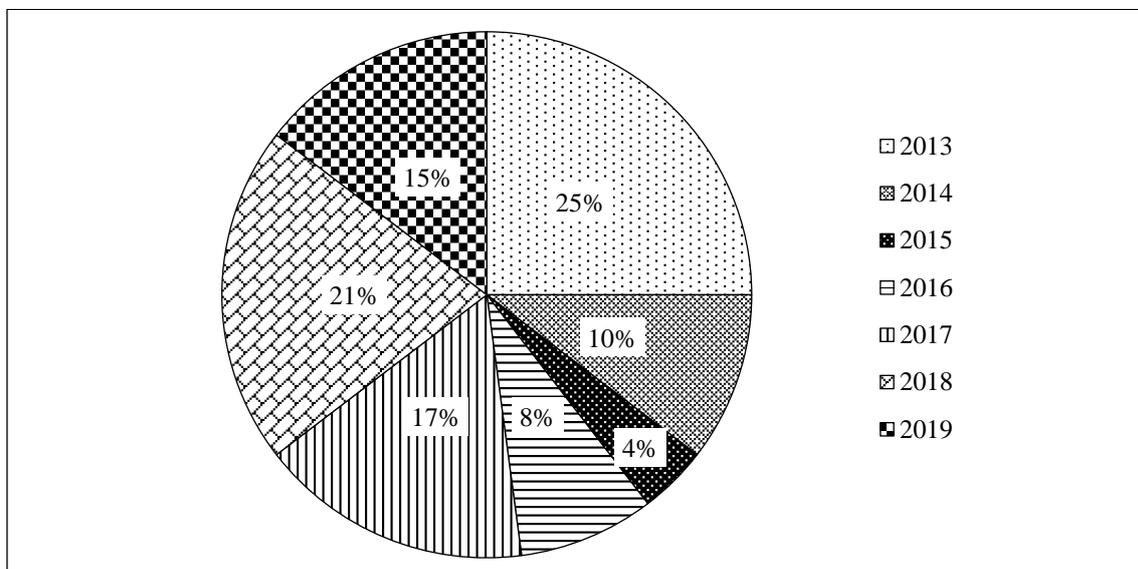

Fig. 2: *Actual Percentage Distribution of Samples by Year.*

Table 2: *Names and Percentage of Participating Hospitals and Agencies.*

No.	Name of Hospital	Frequency	Percent	Valid Percent	Cumulative Percent
1	Advent Health Tampa	1	2.1	2.1	2.1
2	Al Ain Hospital	2	4.2	4.2	6.3
3	Al Amal Hospital	2	4.2	4.2	10.4
4	Al Qassimi Hospital	2	4.2	4.2	14.6
5	Cleveland Clinic Abu Dhabi	1	2.1	2.1	16.7
6	DHA PHC	2	4.2	4.2	20.8
7	Dubai Ambulance	3	6.3	6.3	27.1
8	Dubai Hospital	2	4.2	4.2	31.3
9	Emory University Hospital Midtown	1	2.1	2.1	33.3
10	Fujairah PHC	1	2.1	2.1	35.4
11	IBHOH	5	10.4	10.4	45.8

12	Madinat Zayed Hospital	1	2.1	2.1	47.9
13	Masafi Hospital	1	2.1	2.1	50.0
14	Omran Hospital	5	10.4	10.4	60.4
15	RAK PHC	2	4.2	4.2	64.6
16	RAKCON	5	10.4	10.4	75.0
17	Saqr Hospital	5	10.4	10.4	85.4
18	Saudi Germany Hospital	1	2.1	2.1	87.5
19	SKHWC	1	2.1	2.1	89.6
20	Tawam Hospital	2	4.2	4.2	93.8
21	UAQ PHC	1	2.1	2.1	95.8
22	UHS, Sharjah	1	2.1	2.1	97.9
23	University of Sharjah	1	2.1	2.1	100.0
	Total	48	100.0	100.0	
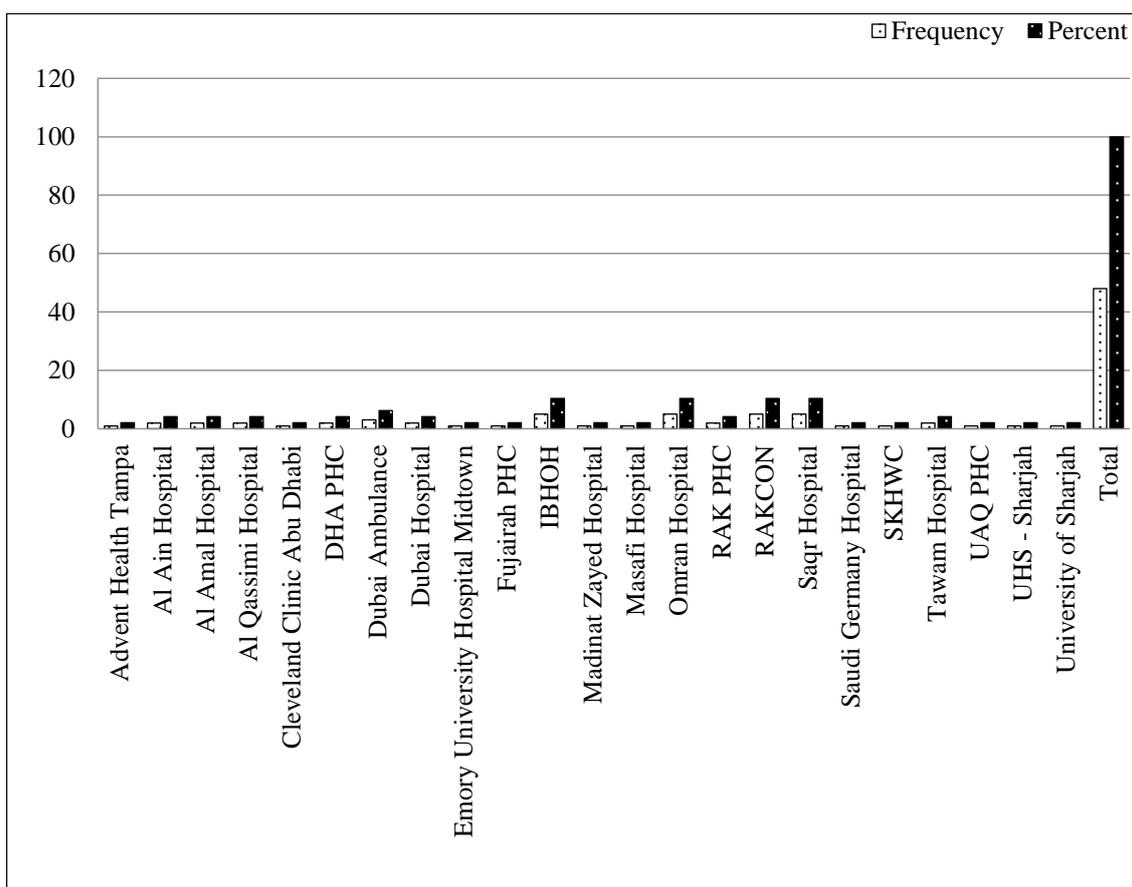
***Fig. 3:** Graphical Representation of Participating Hospitals and Agencies.*

DISCUSSION ON EMPLOYERS' SATISFACTION

Employment should be a mutually rewarding experience between the employee and the employer. The employer has certain expectations for productivity, dependability, and cooperation while the employees have certain expectations for good pay, benefits, quality supervision, and good working environments. The employer satisfaction is the fulfillment and meeting the hospital real purpose of existence, its mission and vision as well as the satisfaction of the stakeholders and the consumers, in this case, the patients in terms of quality care from the employees [9].

Empowerment energizes the people who are closest to the patients and the technology to continuously look for ways to provide high quality patient care and improve processes. The accumulation of ideas, both large and small from many people will result in better patient care and operational efficiencies; in this case, the graduate education of the employees [10, 11]. It is imperative that when an employee gets her graduate degree, i.e. the MSN degree, the employee would be expected to be equipped with advance knowledge, skills and attitude in the areas of critical thinking, communication, nursing interventions and research benefitting both the employers and their consumers.

These employers' satisfaction surveys can provide educational providers like the RAK College of Nursing an evaluation tool to evaluate if the programs that they ran are meeting their expectations and goals. Incidentally, this survey would always look into how the MSN graduates perform in their respective agencies and how satisfied are the employers in terms of contribution in the delivery of quality care

for the clients. Employers' satisfactions were measured in five (5) dimensions such as critical thinking, communication, nursing interventions, and leadership/ management and research participation [12].

Table 3 and Figure 4 show the overall mean of the five components for employer satisfaction included in the survey, i.e., notably high at 4.23 taking into consideration the 6-point scale that was used in the instrument, i.e. ranging from 0–5. On the other hand, the mean of the four components of the survey clustered around the overall mean, while research participation skewed far from the overall mean. This would indicate that research would not be a priority in the workplace.

Table 3: The Average Mean of the Components for Employer Satisfaction.

Evaluation Points	Average Mean
1. Critical Thinking	4.20
2. Communication	4.40
3. Nursing Intervention	4.32
4. Leadership/Management	4.37
5. Research Participation	3.85
Overall Mean	4.23
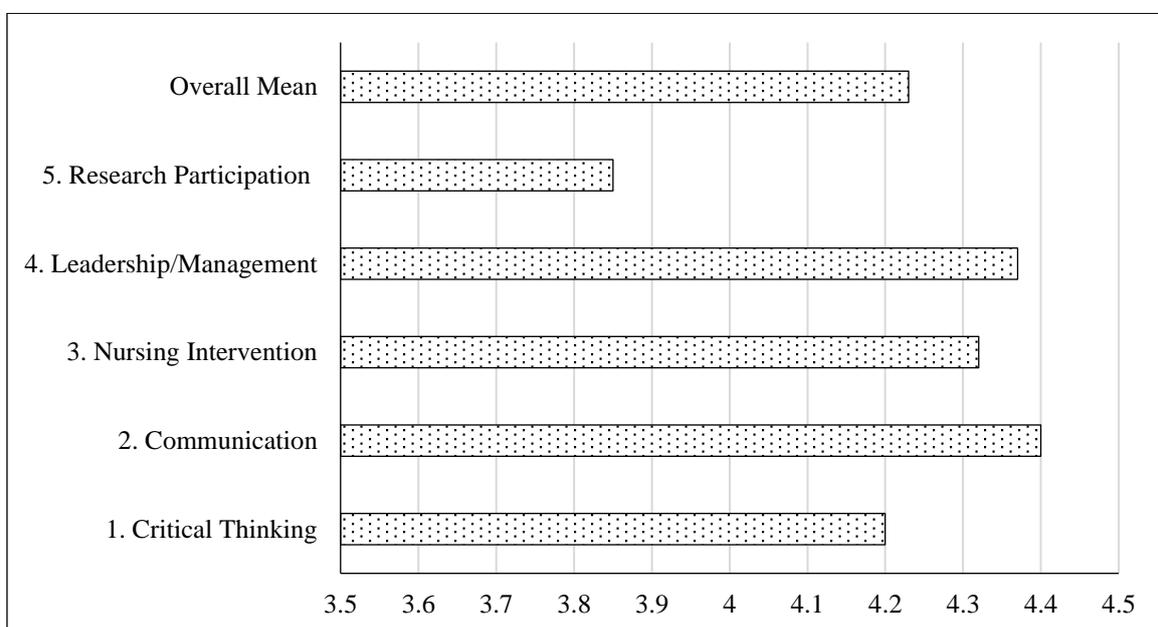
Fig. 4: Graphical Representation of the Average Mean of the Components of the Survey.

Table 4: *One Sample t-Test Result of All the Subcomponents of the Survey.*

	One-Sample Test					
	Test Value =3.5					
	t	***df***	**Sig. (2-tailed)**	**Mean Difference**	**95% Confidence Interval of the Difference**	
					Lower	*Upper*
1. Makes decision on the nursing process	5.029	47	.000	.792	.47	1.11
2. Applies nursing theories in patient care management	2.915	47	.005	.479	.15	.81
3. Is active in evaluation of the patient care delivery system	4.747	47	.000	.771	.44	1.10
4. Promotes high standards by practicing within the ethical and legal bounds of nursing	5.713	47	.000	.896	.58	1.21
5. Takes action when faced with an ethical dilemma	3.104	47	.003	.583	.21	.96
6. Communicates effectively with patients, families, significant others, and health care workers	6.087	47	.000	.958	.64	1.28
7. Encourages input from the patient, family, significant others, and health care workers	5.353	47	.000	.833	.52	1.15
8. Incorporates collaborative approach in patient	4.761	45	.000	.761	.44	1.08
9. Plans, implements and evaluates individualized care plans	4.453	47	.000	.729	.40	1.06
10. Provides cultural competent patient care	5.168	47	.000	.833	.51	1.16
11. Demonstrates accountability for delegated nursing activities	5.856	47	.000	.938	.62	1.26
12. Demonstrates practice that is consistent with standards for nursing practice in UAE	4.374	47	.000	.792	.43	1.16
13. Manages patient care in a way that fosters self-esteem, dignity, safety and comfort	5.818	47	.000	.896	.59	1.21
14. Manages time and cost effectively when caring for a group of patients	2.867	47	.006	.563	.17	.96
15. Demonstrates application of the institution's policies, and procedures	11.195	47	.000	1.000	.82	1.18
16. Encourages effective team relationships	13.330	47	.000	1.104	.94	1.27
17. Directs and guides other health team members	8.271	47	.000	.875	.66	1.09
18. Promotes professional development by participation in learning activities, institutional conferences, committees, research and professional organizations	10.848	47	.000	1.021	.83	1.21
19. Demonstrates participation in self-evaluation and peer review	7.811	47	.000	.854	.63	1.07
20. Initiates and organizes professional development programs	4.134	47	.000	.667	.34	.99
21. Actively involves in evidence-based researches	1.881	47	.066	.354	–.02	.73

On the other hand, Table 4 shows the result of the one sample t-test for all the items or subcomponents that comprise the areas of employers' satisfaction. All items that were considered in the instrument, i.e., from 1–20 represent the first four components of employers' satisfaction, namely critical thinking, communication, nursing interventions and leadership/management. These four components of the employers' satisfaction survey were significantly found to be very important for the employers. The four components registered a scale more than the average expected mean of the participants' evaluation that was set at 3.5 from a 6-point Likert Scale. Similarly, because its confidence interval lies entirely at more than .05 (*p*=.066), the item number 21 that represented research participation is found to be lacking in terms of practice and opportunities in the workplace. Most of the items identified and clustered in terms of

major components have statistical significance since their *p*-values equal to *p*=<.05 mean that simply means that the pattern of findings found in this survey study is likely to generalize to the broader population of interest.

Critical Thinking

Critical thinking skills are very important in the nursing field because this capacity can enhance the alumni in communication with the health care team members, making priorities and making key decisions that can save lives. All the five (5) subcomponents included netted an average mean of 4.20 with the fourth component registering the highest at 4.40. The result basically shows that the employers took into account the use of critical thinking by the MSN alumni in their respective workplaces (Table 5).

Communication

The ability to establish effective communication in nursing is imperative to providing the best care and patient outcomes possible. Such subcomponent was evaluated in the survey and the employers responded affirmatively as indicated in Table 6, by which the two subcomponents registered high at 4.46 and 4.33 respectively, making the highest among the five components and so far, most appealing to the employers.

Nursing Interventions

A nurse, being a caregiver delivers nursing action, treatment, procedure or activity that helps in the process of recovery by the patients. Four subcomponents were included in the survey. As the result shows, nursing intervention registered an average mean of 4.32, i.e. more than the

Table 5: Critical Thinking as Subcomponent.

Descriptive Statistics: Critical Thinking					
	N	*Mean*	*Std. Deviation*	*Skewness*	
	Statistic	*Statistic*	*Statistic*	*Statistic*	*Std. Error*
1. Makes Decision on the nursing process	48	4.29	1.091	–2.671	.343
2. Applies nursing theories in patient care management	48	3.98	1.139	–1.761	.343
3. Is active in evaluation of the patient care delivery system	48	4.27	1.125	–2.437	.343
4. Promotes high standards by practicing within the ethical and legal bounds of nursing	48	4.40	1.086	–2.941	.343
5. Takes action when faced with an ethical dilemma	48	4.08	1.302	–2.032	.343

Table 6: The Average Mean of Communication.

Descriptive Statistics: Communication					
	N	*Mean*	*Std. Deviation*	*Skewness*	
	Statistic	*Statistic*	*Statistic*	*Statistic*	*Std. Error*
1. Communicates effectively with patients, families, significant others, and health care workers	48	4.46	1.091	–3.071	.343
2. Encourages input from the patient, family, significant others, and health care workers	48	4.33	1.078	–2.840	.343

Table 7: The Average Mean of Nursing Intervention.

Descriptive Statistics: Nursing Intervention					
	N	*Mean*	*Std. Deviation*	*Skewness*	
	Statistic	*Statistic*	*Statistic*	*Statistic*	*Std. Error*
1. Incorporates collaborative approach in patient	46	4.26	1.084	–2.740	.350
2. Plans, implements and evaluates individualized care plans	48	4.23	1.134	–2.299	.343
3. Provides cultural competent patient care	48	4.33	1.117	–2.618	.343
4. Demonstrates accountability for delegated nursing activities	48	4.44	1.109	–2.911	.343

total average mean at 4.23. In similar way, all the subcomponents evaluated clustered at the total average mean. This means that MSN graduates who were rated by employers were doing an excellent job in the process of doing interventions and caring for the patients (Table 7).

Leadership/Management
Nursing Leadership and Management is one of the key skills that are integrated in the education and training of graduate students. Notably, this is an act of influencing and motivating a group of people to act in the same direction towards achieving a common goal that are always desirable by the employers.

As indicated in the current employments of RAKCON's alumni, 8 of the MSN alumni are occupying important leadership positions in major government as well as private hospitals and government agencies, as shown in Table 8.

Of the nine subcomponents evaluated which registered an average mean of 4.37 as shown in Table 9, indicate that the MSN graduates were doing good in their management skills bolstering the known fact that most of the MSN graduates occupy managerial positions in the respective hospitals, like for example in the three major government hospitals in the Northern Emirates of Ras Al Khaimah,

Table 8: *Table Showing the Placement of MSN Graduates Who Occupy Management Positions in Major Hospitals in the United Arab Emirates.*

No.	Name of MSN Graduates	Hospital	Batch	Position
1	Fatema Mohammed Ali Al Mesafri	IBHOH	2013	Director of Nursing
2	Badreyya Ibrahim Al Sam Al Shehhi	Omran Hospital	2018	Director of Nursing
3	Mouza Saeed Mohammed Saeed	Saqr Hospital	2013	Director of Nursing
4	Asma Rashed Al Mazrouei	RAK PHC	2013	Director of Nursing
5	Sameera Sulaiman Ghuloum Redha	Al Qassimi Hospital	2016	Director of Nursing
6	Amal Helal Mohamad Ahmad	Cleveland Clinic Abu Dhabi	2018	Director of Nursing
7	Khulood Ali Ahmed Ali Almulla Al Shehh	Omran Hospital	2018	Assistant Director of Nursing
8	Wadhahamdan Mohammed AlHebsi	Saqr Hospital	2013	Assistant Director of Nursing

Table 9: *The Average Mean of Leadership/Management.*

Descriptive Statistics: Leadership/Management					
	N	*Mean*	*Std. Deviation*	*Skewness*	
	Statistic	*Statistic*	*Statistic*	*Statistic*	*Std. Error*
1. Demonstrates practice that is consistent with standards for nursing practice in UAE	48	4.29	1.254	–2.610	.343
2. Manages patient care in a way that fosters self-esteem, dignity, safety and comfort	48	4.40	1.067	–3.064	.343
3. Manages time and cost effectively when caring for a group of patients	48	4.06	1.359	–2.240	.343
4. Demonstrates application of the institution's policies, and procedures	48	4.50	.619	–.843	.343
5. Encourages effective team relationships	48	4.60	.574	–1.133	.343
6. Directs and guides other health team members	48	4.38	.733	–.729	.343
7. Promotes professional development by participation in learning activities, institutional conferences, committees, research and professional organizations	48	4.52	.652	–1.041	.343
8. Demonstrates participation in self-evaluation and peer review	48	4.35	.758	–.704	.343
9. Initiates and organizes professional development programs	48	4.17	1.117	–1.776	.343

Table 10: The Average Mean of Research Participation.

Descriptive Statistics: Research Participation					
	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
1. Actively involves in evidence-based researches	48	3.85	1.304	–1.099	.343

the IBHOH, Saqr Hospital and Omran Hospital and a tertiary hospital in Abu Dhabi, the Cleveland Clinic Abu Dhabi.

Research Participation

Nursing is a continuous profession that requires updates and creation of new knowledge of nurse researchers and as a college providing graduate education, it is expected that the alumni would lead in doing research activities in the workplace. This component of the survey would indicate less opportunities by the employees in doing research related to the areas of interest. The registered mean at 3.85 indicates that the MSN graduates must be given more opportunity to conduct research related activities in the workplace (Table 10).

Employers' Comments

The employers provided comments that would indicate the exceptional contributions of the employees and how they are valued in the workplace. Among the following comments would always implore on the good qualities of the RAKCON MSN graduates in terms of personal and professional attributes that would always be linked in the education that they received from the college. RAK College of Nursing focused its curriculum in terms knowledge, skills and attitude that would holistically mold the students to think critically, act professionally and deliver quality nursing interventions with occasional research activities.

Comment/s if any from immediate supervisor and employer

1. Currently, Naveed is working as: 1. ICU Team Leader; 2. Leading Infection Control Team in ICU; 3. Involved in Preparing Duty Rota; 4. Involved in conducting interview for new hires; 5. Presented unit projects in international conferences.

2. Swapna is a highly professional nurse who consistently provides high quality care. She has proven to be a competent charge nurse and proactive team leader. Swapna has led several initiatives and projects including unit committees.

3. Well organized in her work, great patient advocate. Her research among our patients has great value impact in recognizing patient and her family needs.

4. Resmi is a pleasure to work with. She is always willing to help. She is quick learner and can manage multitasking easily. She takes feedback easily and adapts easily.

5. Ms Amal applied her new knowledge to the situation at work. She is a very good practical (clinical) nurse.

6. Mehad is valued member in the institution. She was able to collaborate effectively with the team, chairing quality and safety committee in the unit. Motivated and has great influence on staff as a role model. Knowledgeable and evidence based practice person.

7. Thank you very much RAKCON at RAKMHSU. Mr. Azmi is now acting unit manager for outpatient department and renal dialysis unit. He is leading the research committee at AlDhafra Hospitals for nursing and midwifery (covering 6 hospitals and 1 family medicine center), looking for research application and EBP projects. Also he is active member of SEHA corporate nursing and midwifery research and EBP committee. He had many activities such as presentations as speaker at ICN Conference 2018, RAKCON Conference 2019, SEHA

Excellence INTL conference (best poster presentation). And lastly at SINMAC 2019 as oral presenter), speaker at SEHA EBP workshop).

8. Ambily is a valued member of the hospital's In-service Education Team. She always demonstrates the highest levels of professionalism and integrity. She has recently completed her PhD and in an active research.

9. Sonia is a high functioning and very intelligent nurse. Since completing her Masters, she has been promoted to incharge nurse and has also completed her PhD. She is an asset to the hospital and to the profession.

10. The staff is currently working in nursing administration.

11. Active and Professional.

12. Very good and outstanding staff, knowledgeable and professional.

13. Asma is one of the best nurses in our department. She always takes part in growth and development of our department.

14. Most of the evaluation points are not applicable to Abdel Rahman as he is working as instructor in pre-hospital care organization.

15. Most of the evaluation points are not applicable to Sultan as he is working as instructor in pre-hospital care organization.

16. She is currently working as deputy nurse in charge of health center. Demonstrates good leadership skills. Conducts professional development activities for colleagues and other health care professionals. Played active role in accreditations and certifications.

17. Ms. Nisha is hardworking dedicated staff; she had many contributions to improve quality of works, as well as she maintains good relationship with colleagues.

18. Mrs. Talia supervised students closely during clinical courses and she was able to work as clinical faculty. Throughout the clinical rotations, she was able to show evidence of clinical competencies and knowledge in the evidence based practice.

She is having excellent communication skills with students, peers and other clinical staff.

CONCLUSION
This survey was conducted to evaluate the satisfaction of employers who employed the MSN alumni of the RAK College of Nursing, indirectly evaluating therefore how effective were the programs that the college offered and delivered to the students. The core values as well as the goals of the college were incorporated in the study as these were reflected in the inclusion of the five components such as critical thinking, communication, nursing intervention, leadership/management and research participation. The number of employers who participated in this survey indicated that the MSN graduates of the college performed exceptionally well in the workplace and that because of their trustworthiness, they were given sensitive and leadership positions in various areas of nursing practice.

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RAK MEDICAL & HEALTH SCIENCES UNIVERSITY

جـامـعــة رأس الـخـيــمــة
لطــب و العلــوم الصحيــة

PSYCHOLOGY AND BEHAVIORAL SCIENCES #PSY 201 (Dr Arnel) 2020-2021 (S2)

Summary

Section	Answer Type	Average		Total Submissions:12
Section 1: THE FACULTY /INSTRUCTOR/CLINIC AL MEMBER	Frequency (Always - Never)	4.28/5		**(Displaying all results averaged together.)**

Section 1: THE FACULTY /INSTRUCTOR/CLINICAL MEMBER

1	**Was well prepared for teaching E-learning/Face to Face sessions?**	**4.5**
2	**Communicated effectively during teaching E-learning/Face to Face sessions.**	**4.25**
3	**Explained the subject very clearly during E-learning/Face to Face sessions.**	**4.42**
4	**Was enthusiastic about the subject that he taught.**	**4.25**
5	**Was enthusiastic during lectures /lab experiments/seminars/ Bedside clinics/outpatient clinics/field visits**	**4.25**
6	**Encouraged students to ask questions and clarified doubts during E-learning/Face to Face sessions.**	**4.25**
7	**Motivated students to learn.**	**4.33**
8	**He/she was on time for teaching E-learning/Face to Face sessions.**	**4.17**
9	**Used audio-visual equipments/teaching aids, effectively during E-learning/Face to Face sessions.**	**4.08**
10	**Provided useful feedback on your performance with reference to examinations/quizzes /PBL sessions /CBL /topic seminars /group discussions /symposia /labs /bedside clinics /case presentations /mini clinical examination.**	**4.17**
11	**Has given sufficient time to communicate with him/her during the E-learning/Face to Face sessions.**	**4.42**

Section 2: FINAL COMMENT

1	**Comments:**

Institutional Research (IR) Report and Action Taken Plan in Response to the Surveys Conducted by the IRO (BDS Program)

COURSE & CODE: <u>PSY201 Psychology & Behavioral Sciences</u>

Students' Feedback (Individual Students' Comments)	Faculty Response	Action Taken and Implementation (Chairperson / Dean)
1. - *More Application based questions should be discussed*	The inclusion of "application" questions in the examination is necessary in order to assess the students if they can apply the concepts they learn in the classroom in real life. The faculty tries to elicit discussion and critical thinking in the class at all times.	

Faculty Feedback on the Course:

Faculty Feedback	Name and Signature
The faculty member is satisfied with the participation of most students in the class during discussion, although there is a notable limitation since students do not show their video during the virtual class The result of the survey is at 4.28/5.	1. **Arnel Bañaga Salgado, PsyD, EdD, LPT, RN**

• **Please type this report instead of handwriting and use extra page if required.**

RAK Medical and Health Sciences University
Ras Al Khaimah, UAE

SWOT Analysis
(Strengths, Weaknesses, Opportunities, Threats)
Dr. Arnel Bañaga Salgado

GOAL: To be an effective mentor, role model, facilitator, and inspiration to my students.

STRENGTHS:

1. I am fully qualified to teach with my three-pronged qualifications as a registered nurse, licensed professional teacher, and school psychologist.
2. I have professional registration with valid licenses as a nurse, teacher, and psychologist in the Philippines, Malaysia, and the UAE.
3. I have a current membership in various international organizations like the American Psychological Association (including memberships on its seven divisions – APA Divisions 5, 7, 8, 10, 15, 24, 32) and the Sigma Theta Tau International (Honor Society of Nursing) that help me enhanced my professional qualification trough my active involvement, continuous updates, and correspondence with these organizations.
4. I have special training on the use of Open Educational Resources (OER) and Open Distance Learning (ODL) that help me support my students by giving them open access materials like books, articles, and other resources.
5. I have been teaching my subjects for over two decades effectively, thus qualifying me to become an expert in my field.
6. I am an educated and trained teacher with a valid professional license. I have extensive knowledge and know-how on "Measurement and Evaluation", "Philosophical and Psychological Foundations of Education", instructional design, educational technology, curriculum development, organizational learning, special education, classroom management, student motivation, childhood behaviors, and learning processes.
7. I am trained to counsel students and deal with them professionally and personally in order to overcome challenges in the students' personal and academic lives.
8. I am a passionate, dedicated, creative, and compassionate teacher as I use technology to enhance the delivery of my lessons in the class.
9. I do all the tasks assigned by the dean with enthusiasm and interest surpassing all expectations.
10. I have written books and textbooks that can cater to the needs of my students.
11. I have the ability to adjust to the culture gap between the students and me.

12. When I focus on something I enjoy, I can really focus on it and not get distracted easily, thus getting easily all my jobs done with dispatch.
13. My home life is academically focused as I influenced my family to be focused on academic life.
14. I have extensive knowledge of the courses that I teach since I have academic training, education, and experience to teach these subjects.
15. I can also recognize that some students need help in the learning process and I am willing to help these students to learn more and become better students.
16. I put emphasis on the responsibility of the students in order to foster ownership of knowledge through independent learning.
17. I create a good relationship with the students, i.e., I can joke around with them so that the students will feel at ease and enjoy the process of learning.
18. I care a lot about the education of the students.
19. I work with the students and compromise when necessary in order to poster a good teacher-student relationship.
20. I use technology more effectively in the preparation of my class and inside the classroom.
21. I often do one-on-one interaction with the students and meet them in my office if needed or necessary to assist and help them with their class concerns, assignments, and others.

WEAKNESSES:

1. I have difficulty communicating with the students since there is a noted language barrier as their grasp of the English language is from below average to average and my understanding of the Arabic language is very poor.
2. The work ethic of students is a continuous challenge since they seem not interested to understand the course as they come in the class for "Certificate" only or for some, because of pecuniary interest.
3. The progress of the students is difficult to follow through since they seem to progress before examinations and often regress after every assessment. In short, they only focus on the examination and not on the actual learning process.
4. Students tend to regress as they lower their reading levels, as expected; it leads to lower expectations and low performance in the class.
5. Due to time limitations as in the case of RN-BSN, I lack focus on the delivery of the syllabus as the class that can be delivered for 45 hours is allocated with 15 hours only (a difference of 30 hours).
6. I do not usually like asking for help from colleagues, thus over-independence led me to pile up work at some point in time.
7. I notice that discipline rules vary from classroom to classroom, thus there is a notable inconsistency to discipline students.
8. I need more time to conduct individualized teaching.
9. I need to treat the students as individuals and help each to learn as much as possible.

1

10. I found that assignment(s) and assessment(s) are very limited in scope and in frequency. Thus, these forms of assessments may not truly gauge what the students learned.

OPPORTUNITIES:

1. I have the skills and training to teach the students in order to maintain their study habits and I know how to use textbooks to teach students how to teach themselves since I am educated and trained professional teacher.
2. The university provided us with a state-of-the-art simulation laboratory that can enhance my capacity to teach.
3. The university provides us academic freedom to teach & learn by giving us the opportunities to attend national and international conferences.
4. I take advantage of the new environment provided by the college and the university to change my outlook and attitude towards the learning process and professional relationship with the students.
5. I continue to work with the mentor-mentee program (academic advising) that is in place in order to help my students.
6. The college provides us with useful professional development through CME and other professional activities.
7. Individualized help for teachers can also be observed by the dean and the administration.
8. I was given the opportunity to utilize new technologies in teaching and record-keeping through the UMS and useful websites.
9. CEDAR is helping us tremendously by conducting educational classes to help us get a better perspective on education and research.
10. The university administration is helpful in providing us opportunities to learn and correct our mistakes.

THREATS:

1. There are so many behavioral issues of the students like not coming to class on time and disrupting classes or going out of the class without permission.
2. I intend to judge the lack of reading skills of the students that can hurt their confidence in being able to succeed in life and grasp the concepts that are being tackled in the class.
3. I perceive that the students are not living up to their half of the deal, i.e. they do not study well enough before coming to class and after classes.
4. I perceive that the maturity level of the students is lower now than it was before.
5. I am threatened by some cultural factors and limitations with the use of language (proper) in the class as well as counseling and individualized teaching.
6. I am limited in truly grading and disciplining students since they only want marks but they obviously, they do not want to learn or study.

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7. I perceive that the administration entertains all the students (valid or invalid) that threaten us to foster a highly disciplined environment for student learning.
8. The size of some classes is big somehow, which makes it difficult for individualized teaching & learning.
9. There are so many distractions during school such as the use of cellphones, activities, and other call times (by other teachers).
10. I perceive the lack of opportunity for tenure ship and promotion for senior faculty.

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The President and Officers of

St. James the Elder Theological Seminary
of the Holy Catholic Church International

To all whom these presents may come, be it known that

Arnel Banaga Salgado

having served his professional community and the Body of Christ, His Church,
with outstanding dedication and
having shown himself approved by study, in accordance with
Holy Scripture,

has been awarded the degree

Doctor of Science [D.Sc.]

honoris causa

in witness whereof the President has affixed his signature below in the city of Lake City, Florida,
U.S.A., on this *14* day of *March*, year of our Lord 2011.
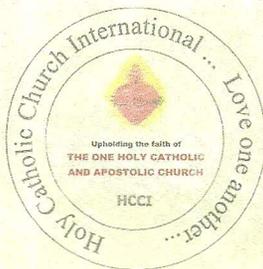
Most Rev. Heyward B Ewart, Ph.D., D.D.

Most Reverend Heyward B. Ewart, Ph.D., D.D.
President