



## EFFECTIVE: JANUARY 2012 CURRICULUM GUIDELINES

<b>A.</b>	Division: Academic	Effective Date:	January 2012
<b>B.</b>	Department / Program Area: Psychiatric Nursing Bachelor of Science in Psychiatric Nursing (BSPN)/ Diploma in Psychiatric Nursing	Revision	<input checked="" type="checkbox"/> New Course <input type="checkbox"/>
		If Revision, Section(s) Revised:	A, B, D, F, H, K, N, P, R
		Date of Previous Revision:	March 2008
		Date of Current Revision:	May 2011
<b>C:</b>	PNUR 3341	<b>D:</b>	Group Theory and Process
		<b>E:</b>	1.5

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b> Calendar Description:  This course will introduce students to group theory and group process. Students explore their beliefs and values pertaining to groups and discover the relevance of this to their own learning and practice. Students will explore professional and ethical issues in the context of group work. Students examine groups in relation to types, roles, aims, barriers and opportunities as they work in groups, both in the classroom and in clinical settings. Students expand their knowledge of the history and development of groups. Students further enhance their knowledge and skill related to group structure and functioning. Students will have the opportunity to demonstrate therapeutic relationship skills in group work. Students learn to establish goals and objectives for groups, and apply the underpinnings of specific group theories. Planning and implementing a psycho educational group will be the focus of this course.		
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  Lecture  Number of Contact Hours: (per week / semester for each descriptor)  Lecture            2.0  Number of Weeks per Semester:  15	<b>H:</b> Course Prerequisites:  Nil	
	<b>I:</b> Course Corequisites:  Nil	
	<b>J:</b> Course for which this Course is a Prerequisite:  Nil	
	<b>K:</b> Maximum Class Size:  20	
<b>L:</b> PLEASE INDICATE:  <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> College Credit Non-Transfer <input type="checkbox"/> College Credit Transfer:  SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ( <a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a> )		

**M:** Course Objectives / Learning Outcomes:

In this course students will use the Douglas College Department of Psychiatric Nursing Curricular Threads (wellness-illness continuum, professional values, professional caring & health care delivery system), and in the context of the environmental, health and psychiatric nursing domains, will integrate the care of the person domain (client system, psychological, physiological, sociocultural, spiritual & developmental variables). Students will develop knowledge, skills and attitudes related to group structure and process when caring for individuals across the life span who are experiencing episodic or ongoing health challenges.

**N:** Course Content:

In this course, within the context of the Douglas College Department of Psychiatric Nursing's philosophy and conceptual framework, students will focus on developing the psychiatric nursing role and promoting health in clients through an understanding, acquisition and utilization of group skills.

Specific concepts that will be addressed are:

1. A brief history of the evolution of groups and group theory
2. Learning about groups
  - a. Connection to Practice
  - b. Connection to Conceptual Framework
  - c. Application of Neuman Systems Model
  - d. Knowledge (basic) related to group process and dynamics, group structure & functioning, group norms and rules, sources of power
  - e. Relating group work principles to working in any group (peer, co-worker, teams, base groups)
3. Examining personal attitudes, beliefs and values as a member of a group
4. Experiencing learning as a group member, including safety and trust
5. Diversity in groups—being culturally-sensitive and inclusive as a group leader and member
6. Systems theory and group work
7. Leadership (intro): responsibilities, attributes, qualities, roles and functions, skills
8. Co-leader role
9. Health promotion in a group context
10. Planning and implementing a psycho education group
11. Essential group observation skills
12. Knowledge & skill related to group structure & functioning
13. Therapeutic Relationship skills to group
14. Establishing goals and objectives for groups
15. Leadership: qualification, personal style, co-leadership, team dynamics, integration of theoretical approaches to group work.
16. Conducting groups with specific populations, and across the lifespan
17. Phases/stages of group development
18. Multiculturalism and diversity in group settings
19. Professional and ethical issues
20. Group Theorists (Psychoanalytical; Adlerian; Psychodrama; Existential; Person-centered; Gestalt; Transactional Analysis; Behavioural; Rational-emotive behaviour; Reality Therapy)
21. Group proposal—basic/advanced
22. Mental Status Examination and the Nursing Process in Groups
23. Neuman Systems Model of Nursing applied to Group Setting

**O:** Methods of Instruction:

Student learning is facilitated through a variety of teaching/learning methods including lecture, demonstration, audio-visual aids, group discussion, group and/or individual research and presentations and experiential learning as a group member with the intent of advancing the development of group skills.

**P:** Textbooks and Materials to be Purchased by Students:

A list of required and optional textbooks and materials is provided for students at the beginning of each semester. Other materials such as journal articles will be accessed through online data bases in the College library.

**Q:** Means of Assessment:

The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

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Course Designer(s)

\_\_\_\_\_  
Education Council / Curriculum Committee Representative

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Dean / Director

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Registrar