

CURRICULUM GUIDELINES

A: Division: **Instruction** Date: **August 27, 2001**
B: Department/ **Psychiatric Nursing** New Course Revision
 Program Area: **Advanced Diploma Program**
 If Revision, Section(s) Revised: **H, I, J and P**
 Date Last Revised: **April 23, 1998**

C: PNUR 704 D: Group Process In Psychiatric Nursing Practice E: 3

Subject & Course No. Descriptive Title Semester Credits

F: Calendar Description:

 This distance learning course explores the theoretical foundations of group practice in psychiatric nursing. The theoretical frameworks of selected group counselling modalities will be examined. The basic elements of group structure and process are viewed from a system's perspective. Professional and ethical issues in group work are discussed. The learners will have the opportunity to plan, conduct, analyze and evaluate a group. A plan for incorporating knowledge of groups into psychiatric nursing practice will be developed.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings:

 Primary Methods of Instructional Delivery and/or Learning Settings:

Student Directed Learning

 Number of Contact Hours: (per week / semester for each descriptor)

10 hours

 Number of Weeks per Semester:

14 weeks

H: Course Prerequisites:

PNUR 700

I: Course Corequisites:

or PNUR 700 concurrently

J: Course for which this Course is a Prerequisite:

PNUR 720 and PNUR 730

K: Maximum Class Size:

25

L: PLEASE INDICATE:

Non-Credit
 College Credit Non-Transfer
 College Credit Transfer:

Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes:

PART I Theoretical Bases of Group Process

The student will

1. describe the history and theoretical foundations of group process
 - 1.1 describe the history of group process
 - 1.2 describe the evolution of group counselling modalities
 - 1.3 describe theoretical foundations of group counselling modalities
2. analyze group counselling modalities
 - 2.1 compare and contrast selected group counselling modalities
 - 2.2 describe the psychiatric nurses role in these group counselling modalities
 - 2.3 describe the most common theoretical approaches
3. apply systems concepts to group process
 - 3.1 describe the relationship of systems theory to group process
 - 3.2 describe the structural components of group process
 - 3.3 describe the phases of group development
 - 3.4 describe the leader's role in each phase of the group process
 - 3.5 apply Neuman's Systems Model to group process
4. identify group process tools and issues
 - 4.1 examine group process for themes interaction patterns and issues
 - 4.2 identify specific data collection tools for group assessment
 - 4.3 formulate diagnoses of group problems
5. analyze ethical and professional issues
 - 5.1 describe the rights of group participants
 - 5.2 relate the issue of leader competencies to ethical and professional issues
 - 5.3 describe the professional and ethical responsibilities of group leaders

PART II

6. relate group process to psychiatric nursing practice
 - 6.1 examine personal values and beliefs related to the use of group as a treatment modality
 - 6.2 identify personal group skills
 - 6.3 describe the interrelationship of interpersonal and group skills
 - 6.4 define the relationship between professional disciplines and the variety of theoretical bases for group work

PART III Planning, Conducting, Analyzing and Evaluating Groups

7. analyze the need for a group in a variety of health care settings
 - 7.1 assess the need for a group in a variety of health care settings
 - 7.2 select an appropriate group approach for the chosen health care environment
8. conduct a group
 - 8.1 conduct a group in a given situation using selected observation and feedback tools
9. analyze a group from a systems viewpoint
 - 9.1 assess the structure and processes of a group
 - 9.2 identify the interrelationships of the parts and process of the group system
10. evaluate group process
 - 10.1 identify if planning goals were met
 - 10.2 identify own leadership strengths and weaknesses

N: Course Content:**PART I Theoretical Base of Group Practice****Unit 1 Historical perspectives of group process**

- 1.1 History of group process
- 1.2 Evaluation of group counselling modalities
- 1.3 Theoretical foundations of group counselling modalities

Unit 2 Group counselling modalities

- 2.1 Selected group modalities
 - 2.1.1 psychoanalytical
 - 2.1.2 adlerian
 - 2.1.3 psychodrama
 - 2.1.4 existential
 - 2.1.5 client centered
 - 2.1.6 gestalt
 - 2.1.7 transactional analysis
 - 2.1.8 rational emotive
 - 2.1.9 reality therapy

2.2 Psychiatric nurses role

2.3 Most common theoretical approaches

Unit 3 Systems concepts applied to group process

- 3.1 Systems theory related to group process
- 3.2 Structural components of group
- 3.3 Phases of group development
- 3.4 Leader's role
- 3.5 Neuman's Systems Model and group process

Unit 4 Group Process Tools and Issues

- 4.1 Themes
- 4.2 Interaction patterns
- 4.3 Issues
- 4.4 Data collection tools
- 4.5 Group diagnoses

Unit 5 Ethical and Professional Issues

- 5.1 Rights of participants
- 5.2 Leader competencies
- 5.3 Leader's professional and ethical responsibilities

PART II Group Process and Psychiatric Nursing Practice**Unit 6 Group Process Related to Psychiatric Nursing Practice**

- 6.1 Personal values and beliefs
- 6.2 Assessing group skills
- 6.3 Interrelationship of group skills and interpersonal techniques
- 6.4 Professional disciplines involvement in group practice

PART III Planning, Conducting, Analysing and Evaluating Groups**Unit 7 Groups in a Variety of Health Care Settings**

- 7.1 Assessment of health care environments for group
- 7.2 Selecting appropriate groups

Unit 8 How to Conduct a Group

- 8.1 Selected observation tools
- 8.2 Selected feedback tools

Unit 9 The Group as a System

- 9.1 Group structures
- 9.2 Group process

Unit 10 Evaluation of Group Process

- 10.1 Meeting planning goals
- 10.2 Leadership strengths and weaknesses

O: Methods of Instruction:

1. Self-study Print Materials
2. Group Video
3. Reading Assignments
4. Tutor Assistance
5. Teleconferencing

P: Textbooks and Materials to be Purchased by Students:

Corey, (2000). Theory and practice of group counselling. (5th ed.). Pacific Grove, CA: Brooks-Cole-Wadsworth.

Corey, G., Corey, M., & Haynes, R. (2000). Student workbook for evolution of a group. Pacific Grove, CA: Brooks-Cole-Wadsworth.

Crawford, J. (1999). PNUR 704: Group counselling for psychiatric nursing practice. New Westminster, Canada: Douglas College.

Walters, T., & Haynes, R. (2000). Evolution of a group. (Videotape).

Q: Means of Assessment:

Evidence of learning is demonstrated through:

- (a) application of concepts to self;
- (b) application of concepts to clinical practice or field work; and
- (c) application of concepts to others.

The selection of evaluation tools for this course is based on:

1. Adherence to college evaluation policy regarding number and weighting of evaluations, for example a course of three credits or more should have at least five separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/instructor evaluation.

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

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar

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