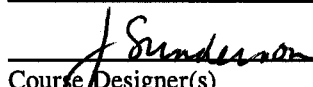
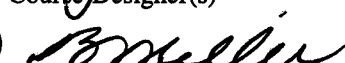


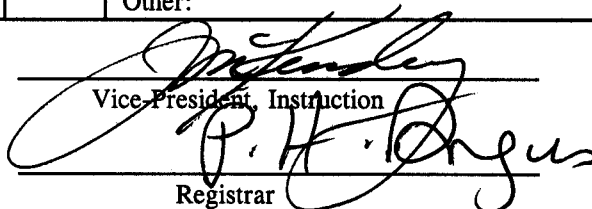
A: Division: Instruction
 B: Department: Psychiatric Nursing
 Program: Advanced Diploma Program

Date: Apr. 23, 1998
 New Course:
 Revision of Course Information form: Oct. 16, 1996

C: PNUR 704 D: **GROUP PROCESS IN PSYCHIATRIC NURSING PRACTICE** E: 3

Subject & Course No.	Descriptive Title	Semester Credit
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.	Summary of Revisions: (Enter date & section) Eg: Section C,E,F <div style="display: flex; justify-content: space-between;"> <div> 1993-10-04 Sections I and J 1996-10-16 Section F and R </div> <div> 1998-04-23 Section H and R </div> </div>	
G: Type of Instruction: Hours per Week / per Semester <div style="display: flex; justify-content: space-between;"> <div> Lecture: Laboratory: Seminar: Clinical Experience: Field Experience: Practicum: Shop: Studio: Student Directed Learning: Other: Total: </div> <div> Hrs. Hrs. Hrs. Hrs. Hrs. Hrs. Hrs. Hrs. Hrs. Hrs. Hrs. Hrs. </div> <div> 10 10 </div> </div>	H: Course Prerequisites: PNUR 700 or with instructor permission <hr/> I: Course Corequisites: NIL <hr/> J: Course for which this Course is a Prerequisite: PNUR 720 and PNUR 730 <hr/> K: Maximum Class Size: 25	
L: <div style="display: flex; justify-content: space-between;"> <div> College Credit Transfer College Credit Non-Transfer Non-Credit </div> <div> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div>	M: Transfer Credit: <div style="display: flex; justify-content: space-between;"> <div> Requested: Granted: </div> <div> <input type="checkbox"/> <input type="checkbox"/> </div> </div> Specify Course Equivalents or Unassigned Credit as appropriate: U.B.C. S.F.U. U. Vic. Other:	


 Course Designer(s)

 Dean/Child, Family & Community
 Studies/Psychiatric Nursing


 Vice-President, Instruction
 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

Corey, Gerald (1990). Theory and Practice of Group Counselling. 3rd ed.
Pacific Grove, California. Brooks/Cole Publishing Co.

PNUR 704 Course Materials including Group Video

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

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

O. COURSE OBJECTIVES (Continued)

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
 - 10.3 identify alternative approaches to improve group effectiveness

P. 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
 - 2.11 psychoanalytical
 - 2.12 adlerian
 - 2.13 psychodrama
 - 2.14 existential
 - 2.15 client centered
 - 2.16 gestalt
 - 2.17 transactional analysis
 - 2.18 rational emotive
 - 2.19 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

P. COURSE CONTENT (Continued)

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, Analyzing 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
- 10.3 Approaches to approve group effectiveness

Q. METHOD OF INSTRUCTION

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

R. EVIDENCE OF LEARNING

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 a 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.

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