

I. COURSE DESCRIPTION:

This course focuses on the theories and concepts of group process from a multidisciplinary perspective. Learners have the opportunity to experience and critically reflect on group process. The examination of self in relation to group process is an essential component. This course builds upon leadership and change theory with a practical application to group processes.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**Ends-In-View**

Learners will explore the dimensions of inter-subjective culture in relationship to nurse's work (clinical, political, educational and research). Learners will expand their awareness of group diversity, acknowledging multiple perspectives, values and norms within heterogeneous groups and demonstrate beginning competencies in managing diversity within groups. Learners will develop and integrate theoretical knowledge and apply group process expertise in reality-based and simulated situations with the ultimate goal of developing praxis. They will test their leadership competency in related groups to a) execute power strategies, b) facilitate effective decision making and discussion, c) positively influence change, and d) promote self-care and healing. Finally, learners will engage in reflective practice with the purpose of coming to know self in community, and finding an authentic and professional voice.

Process

This course is designed as a "people laboratory" and a form of "human studio". Opportunities will be provided to work through the normal struggles of forming communities and to try on various roles and nursing actions that will promote group healing and exchange. Through thoughtful discussions and personal reflections both learners and teachers will explore the human, cultural and societal variables that have a direct impact on how communities form and interact. Simulations, interdisciplinary discussions, case studies, fieldwork and direct community observation of groups will be included in the process of learning.

Personal meaning making and how we each come to realize our own authentic voice will be a central theme of the classes. Dialogue that is based on mutual respect and a sense of risk taking and discovery will be key to unlocking what we will learn together. For this to occur, trust will be an essential element.

III. TOPICS:**CONTENT OUTLINE**

Concepts for exploration will include some or all of the following:

- Community and intersubjective culture
- Relation of society and group
- Values and norms
- Power
- Nurses work and groups
- Process and dynamics
- Decision-making
- Change
- Leadership
- Self-care and healing
- Conflict resolution
- Self in relation to group

Please note the course agenda is subject to change based on learner or professor needs.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Marquis, B.L. & Huston, C.J. (2006). *Leadership roles and management functions in nursing: Theory and application*. Lippincott

Schwartz, R. (2002). *The Skilled Facilitator*. San Francisco, CA: Jossey-Bass.

Research articles as assigned in class.

Books on group process from a variety of disciplines (available in the library).

Recommended Resources:

Baldwin, C. (1998). *Calling the circle*. Bantam Books.

Chinn, P. (2001). *Peace and power: Building communities for the future*. National League of Nursing.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Formal and Informal Groups	25%
2. Microleading Session and Analysis	30%
3. Defining a Professional Voice Case Study	45%

All students please note the following:

- 1) Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. Two copies are required for submission of all formal papers. All assignments are due at the beginning of class unless otherwise directed. Late assignments will not be accepted.
- 2) Students may lose up to **10% of the total possible marks** for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance **prior** to submission of the formal paper.
- 3) See Course Syllabus for additional information.
- 4) Group Work: If a group is having concerns regarding a group member's contribution, and they are unable to resolve the issue on their own, it is expected that the group will make an appointment with the course professor as soon as possible. Please note, the course professor will have the final discretion of potentially assigning different marks for members of a group based on the group members' contribution.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

VI. SPECIAL NOTES:Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.