

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Self and Others IV: Group Process

**CODE NO. :** NURS 4206 **SEMESTER:** 7

**PROGRAM:** Collaborative Bachelor of Science in Nursing

**AUTHOR:** Brenda Warnock (Sault College) Leata Rigg (Northern College), Emily Donato (Laurentian University), Laura Green (Cambrian College)

**DATE:** Sept. 2009 **PREVIOUS OUTLINE DATED:** Sept. 2008

**APPROVED:** "Lucy Pilon"

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	<b>CHAIR, HEALTH PROGRAMS</b>	<b>DATE</b>

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NURS 3206 (3 credits)

**HOURS/WEEK:** 3 Hours/Week

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*For additional information, please contact the Chair, Health Programs*  
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## **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 group 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 challenge and examine their leadership competency in learning and professional 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 groups, and finding an authentic and professional voice.

### **Process**

This course is designed as a hybrid of face to face in class and Learning Management System (LMS) components to facilitate student and teacher interaction and learning. Opportunities will be provided to work through normal group dynamics and various group roles that effectively promote group 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 groups form and interact. Simulations, case studies and direct observation and facilitation of groups will be included in the process of learning.

In class and LMS email/bulletin board 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

- Community and inter-subjective (group) culture
- Relation of society and group
- Nurses work and groups
- Group process and dynamics
- Values and norms
- Power
- Leadership
- Decision-making
- Change
- Conflict resolution
- Self in relation to group

Please note the course agenda is subject to change based on learner or professor needs. Details of course schedule are in the course evaluation processes and learning activities package.

### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Chinn, P. (2008). *Peace and power: Creative leadership for building community (7<sup>th</sup> ed.)*. Toronto, ON: Jones and Bartlett.

Dimock, H., & Kass, R. (2007). *How to observe your group (4<sup>th</sup> ed.)*. Concord, ON: Captus Press.

Dimock, H., & Kass, R. (2008). *Leading and managing dynamic groups (4<sup>th</sup> ed.)*. Concord, ON: Captus Press.

[www.healthforceontario.ca/IPCProject](http://www.healthforceontario.ca/IPCProject) Interprofessional Care: A Blueprint for Action in Ontario

[http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/index\\_e.html](http://www.hc-sc.gc.ca/hcs-sss/hhr-rhs/index_e.html) Collaborative Care

College of Nurses. (2006). *Conflict prevention and management*. Toronto, ON: Author.

Registered Nurses Association of Ontario. (2006). *Healthy work environments best practice guidelines: Collaborative practice among nursing teams*. Toronto, ON: Author.

Journal articles as assigned or recommended.

**Recommended Resources/Texts/Materials:**

Kelly, P., & Crawford, H. (2008). *Nursing leadership and management* (1<sup>st</sup> Canadian ed.). Toronto, ON: Nelson Education.

Schwarz, R. (2002). *The skilled facilitator new & revised: A comprehensive resource for consultants, facilitators, managers, trainers, and coaches*. San Francisco, CA: Jossey-Bass.

Stanhope, M., Lancaster, J., Jessup-Falcioni, H., & Viverais-Dresler, G. (2008). *Community health nursing in Canada* (1<sup>st</sup> Canadian ed.). Toronto, ON: Mosby Elsevier.

Other texts and journal articles will be made available on reserve in library.

Textbooks/materials used in previous and concurrent courses.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

1. Assignment #1: Written Paper: Group Observation (35%)
2. Assignment #2: Written Paper: Defining a Professional Voice (50%)
3. Assignment #3: Face-to-Face Micro-leading Self Evaluation (15%)

**In order to achieve a passing grade in the course all students must complete the LMS posting and the micro-leading session. Details are provided in the evaluation processes and learning activities package.**

In addition to handing in paper copies of assignments 1 and 2 an electronic copy must be submitted to SafeAssign within the course LMS site. **Note: An assignment not handed in on time (hard copy and SafeAssign) will be considered a late assignment and program policies regarding late assignments will apply.**

Please refer to the North Eastern Ontario Collaborative Nursing Program Student Manual on policies regarding assignments. Policies on late assignments/extension requests will be strictly followed. Extension requests must be made in writing prior to the due date and time. Written requests via the course LMS are acceptable with permission from the course professor. Written requests must include the new due date and time. Extension penalties for non extenuating circumstances will be 10% per day including weekends and holidays.

Up to 10% will be deducted for APA errors.

Students who have any questions regarding course and/or assignment expectations are encouraged to contact the professor.

The following semester grades will be assigned to students:

Grade	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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:**

Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

All NURS courses require 60% for a passing grade.

**VI. SPECIAL NOTES:**

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.

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 postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advanced credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.