



## **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.

**TOPICS:**

- 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

<b>TENTATIVE SCHEDULE: NURS4206: FALL 2010</b>		
<b>Week</b>	<b>Weekly Content/Topics</b>	<b>Assignment Due Dates</b>
<b>Week 1</b> Sept. 8 & 14 In Class	Welcome: Course Introduction Forming Learning Teams Self and Group Group Effectiveness Model Group Facilitation	
<b>Week 2</b> Sept. 21 In Class	Nurses Work and Groups Interdisciplinary Teams Community & Inter Subjective Culture	
<b>Week 3</b> Sept. 28 No Class	Learning Team LMS Posting Prep	
<b>Week 4</b> Oct. 5	Clinical Sim Lab Experience ½ class	<b>LMS Postings due by 1630hrs</b>
<b>Week 5</b> Oct. 12	Clinical Sim Lab Experience ½ class	<b>LMS Posting Response due by 1630hrs</b>
<b>Week 6</b> Oct. 19 In Class	Agenda to be determined by students	<b>Assignment #1 due at beginning of class</b>
<b>Week 7</b> Oct. 26	<b>Study Week</b>	
<b>Week 8</b> Nov. 2 In Class	Group Facilitation Prep for Microleading session	
<b>Week 9</b> Nov. 9	Microleading schedule TBA	Mandatory In Class Microleading Session
<b>Week 10</b> Nov. 16	Microleading schedule TBA	Mandatory In Class Microleading Session
<b>Week 11</b> Nov. 23	Microleading schedule TBA	Mandatory In Class Microleading Session
<b>Week 12</b> Nov. 30	Microleading schedule TBA	Mandatory In Class Microleading Session
<b>Week 13</b> Dec. 7 In Class	Course Conclusion Evaluation of course and professor	<b>Assignment #2 due at beginning of class</b>

**Sequencing of topics and assignments subject to change based on teacher/learner needs.**

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

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

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

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

College of Nurses. (2006). *Conflict prevention and management*. Toronto, Canada: Author. Retrieved from [http://www.cno.org/docs/prac/47004\\_conflict\\_prev.pdf](http://www.cno.org/docs/prac/47004_conflict_prev.pdf)

Registered Nurses Association of Ontario. (2006). *Healthy work environments best practice guidelines: Collaborative practice among nursing teams*. Toronto, Canada: Author. Retrieved from [http://www.rnao.org/Storage/23/1776\\_BPG\\_Collaborative\\_Practice.pdf](http://www.rnao.org/Storage/23/1776_BPG_Collaborative_Practice.pdf)

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, Canada: 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, Canada: Mosby Elsevier.

Additional texts and journal articles will be made available on reserve in library (see Appendix A in course learning activities handout)

Textbooks/materials used in previous and concurrent courses.

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

1. Assignment #1: LMS Group Posting and Response (10%)
2. Assignment #2: Written Paper: Group Observation (35%)
3. Assignment #3: Written Paper: Defining a Professional Voice (40%)
4. Assignment #4: 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 response and the micro-leading session.**

### **Assignment Guidelines and Policies**

In addition to handing in paper copies of assignments 2 and 3 an electronic copy must be submitted to SafeAssign within the course LMS site. 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.

**Note:** In order to protect the privacy of individuals and institutions within your assignments, references to these must be generic enough that one would not be able to identify who or what one is referring to within your assignments. For example, instead of names or using initials the following is recommended: made up names/initials and general descriptions i.e. staff nurse, nurse administrator, hospital, acute care setting, nursing home, etc.

Students who are not in a clinical placement must meet with the professor to discuss options to complete assignments 2 & 3.

Please note the description of plagiarism on the Academic Integrity Awareness Form (see NEOCNP Student Manual, 2010 - 2011) includes the following “a student submits or presents a work in one course which has also been submitted or presented in another course (although it may be completely original with that student) without the knowledge or prior agreement of the professors involved.”

Please refer to the NEOCNP Student Manual on policies regarding assignments. Policies on late assignments/extension requests will be strictly followed. 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.

**1. Learning Team Posting and Response: 10%**  
**Team Posting due October 5<sup>th</sup> and Response Posting due October 12<sup>th</sup> by 1630hrs**

Each learning team is responsible for a LMS posting of 300 – 350 words and posting a response of 300 – 350 words to another team’s posting. Postings are mandatory in order to receive a passing grade in the course. Students are deemed to be responsible at a fourth year level to find relevant resource material within course texts, other appropriate texts and journal articles to support their postings. Relevant texts and journal articles have been placed on reserve in the library (see Appendix A in course learning activity handout). Students may use references from the list and/or from new sources. Individual students are also welcome to respond to any posting.

Postings will present a brief literature review of the topic, need to be referenced and include a reference page. Learning teams will plan how to prepare, write and post the summary. These summaries will provide the ground work to complete subsequent assignments. Note: although course topics may be similar to topics in NURS4056 and other courses the focus in this course is *self in groups*.

**Criteria to Consider with Postings (basis for marking)**

- Discussion is clear and detailed with integration of relevant theoretical knowledge
- Responsible and accountable participation of all group members
- Scholarly presentation of work
- Handed in on time according to program assignment policies

<b>Group</b>	<b>Topic</b>	<b>Group Responding</b>
A	Group culture: goals, values, norms, climate	I
B	Group roles and tasks	H
C	Group process/dynamics	G
D	Leadership in groups	F
E	Power in groups	A
F	Change in groups	B
G	Decision making in groups	C
H	Problem solving in groups	D
I	Conflict Management	E

**2. Assignment #2 Group Observation Paper: 35%**  
**Due October 19th by the beginning of class**

**Ends In View:**

- Expand awareness of group process diversity acknowledging the multiple perspectives (values, norms, and expectations) within heterogeneous groups.

In this assignment you will be analyzing **two different groups** from within your clinical setting. You are encouraged to access an interdisciplinary group within your clinical setting, if at all possible. The purpose of this exercise is to learn to identify and observe types of groups and to examine the commonalities and differences of these two groups.

- Type (including whether group is formal or informal) and purpose of the group
- Group culture (goals, values, norms, climate, and historical factors)
- Group process (describe the internal functioning and dynamic interactions among members of the group)
- Role functions
- Group decision making
- Group problem solving
- Leadership style

You are expected to attend at **least one meeting of each group**, and then to write a paper which includes the above concepts. Your discussion and comparisons will enable you to review past knowledge of group process and to set the stage for more advanced knowledge and experience in facilitating and participating in groups.

**The maximum page limit is 8 pages.** Please note that the professor will not read past this limit.

Students may use texts as references but at least half of the references must be from scholarly journal articles including new ones beyond those used and recommended in the course.

The following tools from *How to Observe Your Groups* (Dimock & Kass, 2007) must be completed to observe the groups as a starting point for this assignment and they are to be included as Appendices: Survey of Group Development pp. 82 – 84 and Survey of Group Activity p. 85.

Students having difficulties with identifying relevant groups are encouraged to meet with the course professor.

See the following marking scheme for additional assignment details.

**ASSIGNMENT #2: GROUP OBSERVATION MARKING SCHEME**

<b>Components</b>	<b>Marks</b>
<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• groups are introduced and described with rationale given as to why chosen</li> <li>• groups are identified as to type (i.e. learning groups, task group, committee etc)</li> <li>• groups are identified as formal or informal</li> <li>• supporting literature is used to provide rationale for descriptions</li> </ul>	<b>5</b>
<p><b>Critical examination of groups</b></p> <ul style="list-style-type: none"> <li>• Description of groups includes discussion of purpose, culture (goals, values, norms, climate and historical factors), process, role functions, decision making, problem solving and leadership</li> <li>• Discussion is clear and detailed with integration of relevant theoretical knowledge</li> </ul>	<b>10</b>
<p><b>Critical comparison of groups</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences of selected groups are clearly articulated.</li> <li>• Supporting data and theory are utilized and applied in comparing and contrasting of groups</li> </ul>	<b>10</b>
<p><b>Synthesis: Discussion of findings, implications of findings including theoretical perspectives</b></p> <ul style="list-style-type: none"> <li>• Clearly identifies implications of assessment findings including what has been learned about groups and different types of groups.</li> <li>• Provides supporting data for inferences/conclusions drawn re: the two different groups</li> <li>• Uses current literature on group theory and group process to support inferences/conclusions</li> <li>• Addresses relevance of new learning to own practice.</li> </ul>	<b>10</b>
<p><b>Total Mark</b> <b>Comments:</b></p>	<b>35</b>

**3. Assignment #3: Defining A Professional Voice: 40%**  
**Due December 7th at the beginning of class**

**Ends In View**

- Examine and analyze the dimensions of inter subjective (group) culture in relationship to nurses' group/team work.

The learner will select one actual example of a group process/dynamic issue from consolidation and this will serve as the source of analysis. Group process and theory will be utilized to support statements made. This formal paper will specifically address the following:

- issue at hand, (i.e. issue/challenge with group process/dynamics)
- norms of the group,
- informal and formal group roles,
- stage of group development, leadership behaviours,
- variables that were present in the organization (example change, new boss, layoffs etc) that may have contributed to the issue,
- learner's role/contribution to the group/issue,
- what was learned from the experience, and
- how the learner would handle things differently the next time should the situation present itself again.

**The maximum page limit is 8 pages.** Please note that the professor will not read past this limit. Policies regarding assignments will be strictly followed.

Students may use texts as references but at least half of the references must be from scholarly journal articles including new ones beyond those used and recommended in the course.

See the following marking scheme for additional assignment details.

**ASSIGNMENT #3 DEFINING A PROFESSIONAL VOICE MARKING SCHEME**

<b>Components</b>	<b>Marks</b>
<b>Description of Issue with Group Process/Dynamics</b> <ul style="list-style-type: none"><li>▪ All aspects of the scenario are clearly explained and supported with theoretical literature</li></ul>	<b>10</b>
<b>Group Description</b> <ul style="list-style-type: none"><li>▪ Discussion includes norms of the group, informal and formal group roles, stage of group development and leadership behaviours.</li><li>▪ Description is clear, detailed with integration of theoretical knowledge</li></ul>	<b>10</b>
<b>Context</b> <ul style="list-style-type: none"><li>▪ Analysis of variables which may have contributed to group process issue</li><li>▪ Evidence of theory support of analysis</li></ul>	<b>10</b>
<b>Strategies</b> <ul style="list-style-type: none"><li>▪ Based on the above analysis 5 strategies are generated which a nurse may enact to resolve the issue</li><li>▪ Strategies supported with theoretical evidence</li></ul>	<b>10</b>
<b>Total Mark Comments</b>	<b>40</b>

**4. Assignment #4: Micro-leading Session and Self Evaluation**  
**Session date TBA: Self Evaluation due one week following micro-leading session**

Micro Leading sessions will be held during class-time indicated on the Course Schedule. This is a compulsory activity that ALL students must attend. Learning teams will sign up for a time period during weeks 9 – 12. Each student within the learning team will have 20 minutes to lead/facilitate the scenario: 10 minutes of role play and 5 - 10 minutes of critique/debriefing. Students will choose their own scenario (see Appendix B in course learning activity handout) and while facilitating the scenario the student will play the role highlighted in **bold** in the scenario description. Students within a learning team must each role play a different scenario – no duplications. Learning teams need only attend their assigned session. If desired, students are welcome to video/audio tape their session and are responsible for obtaining and setting up their equipment.

In order to provide you with the opportunity to practice facilitation of a group, your course professor will “program” some students to perform behaviours that would constitute challenges. For example, students may fall asleep; come in late, take over the group discussion, etc. The students, playing the “challenges” will stop their behaviour if they think that you have identified the problem and tried to deal with it.

After the scenario is completed, there will be time for the students and professor to reflect and provide feedback. This is to be done in a professional and constructive manner and should be based on theory and concepts learned throughout the semester.

Students are to prepare for this activity by reviewing the Micro-Leading Guide Self Evaluation Tool, class notes and readings. Students are to bring the Guide with them to their session. It is suggested that students complete their self evaluation (micro leading guide) as soon as possible after the event.

Micro Leading Self Evaluations ***need to be submitted within one week following the scheduled micro leading session.*** All sections of the self evaluation are to be completed with an honest appraisal of facilitation capacities. Assessment is to include component marks and comments (i.e. description of behaviours, rationale for behaviours and consequences of actions in terms of group process). A final grade is calculated and supported with rationale.

The marks are determined by the student and must be supported by the course professor for inclusion in the final grade of the course. Students may hand in their micro leading self evaluation as a hard copy or email it to the professor. A copy of this guide is available on the course LMS site.

**ASSIGNMENT #4: MICRO LEADING GUIDE: SELF EVALUATION**

**Student Name:** \_\_\_\_\_

**Micro-leading scenario #** \_\_\_\_\_

**Date of Micro-leading session:** \_\_\_\_\_

**Date of Self Evaluation Submission:** \_\_\_\_\_

**PART A: Assign marks and add comments**

***PLANNING AND FACILITATION OF GROUP CONTEXT, STRUCTURE AND PROCESS***

1. Demonstrates preparation for facilitating group context (i.e. environment), structure (i.e. goals, roles, ground rules) and process (i.e. communication, problem solving, conflict resolution).

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

2. Insures ground rule behaviours are established in the group that will foster healthy, respectful interactions among members, and promote group cohesiveness, equity, etc.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

3. Utilizes expertise in the group to facilitate task accomplishments. Shares appropriate responsibility for group roles and functions with other group members.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

4. Demonstrates knowledge of the focus or task (change, conflict, decision making etc.) of the group through appropriate presentation of group goals and opening comments.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

5. Conducts appropriate set and closure for the group related to the task, indicating group purpose, progress toward the task, the next steps in group interactions, and future directions for group meetings. If not able to demonstrate closure in scenario provide explanation of how you would accomplish this work.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

### ***FACILITATION OF GROUP PROCESS***

1. Facilitates relevant group work: change, conflict resolution, problem solving and/or decision making. Balances the role of leader with a need for the group members to become more independent and skilled in managing their own group process, and solve their own problems, conflicts etc.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

2. Develops and maintains trust, empathy, and confidentiality in relation with and between group members and encourages others to do the same. Demonstrates and facilitates ground rule behaviours.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

3. Diagnoses and intervenes on effective and ineffective group behaviours providing feedback without creating defensive reactions, or reacting defensively as facilitator. Monitors and changes own facilitation style and behaviour while working with dynamics in the group.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

4. Acknowledges and reacts to individual member motivations for participation in the task and refocuses, redirects and clarifies information that fosters relevance for individuals when needed. Example when highly emotive content is present, learner is able to interact effectively.

never	rarely	sometimes	often	always
1	2	3	4	5

Comments:

**PART B: Complete summary components.**

1. Identify group facilitation strengths.
2. Identify group facilitation capacities needing further development.
3. Identify learning strategies that would strengthen group facilitation capacities.

**Grade:** \_\_\_\_\_ 45 = \_\_\_\_\_ 15 (average of 9 items)

**Rationale for Grade:**

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%	
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:**

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:**

Communication:

This course's LMS site, its features, and its contents are for the exclusive use of nursing students registered in this course. The information contained herein is privileged and confidential. Any unauthorized use, dissemination or copying is strictly prohibited.

Electronic Devices in the Classroom:

Students are asked to turn off their cell phones during class time and labs. For extenuating circumstances where a student needs to have continued phone contact, permission from the professor is required to have the phone set for vibrate. Students found talking or texting on their phone during class or labs will be asked to leave.

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.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.