

Webster University
NURS 3420 - Group Process in Nursing Practice

Summer, 2009

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Class: Wednesday, 5:30-9:30 PM
Clinical: 16 hours to be arranged

COURSE DESCRIPTION:

This course focuses on examining group characteristics and principles of effective small group communication. The systems approach to looking at groups as interactive bodies is discussed. Emphasis is on the nurse's development of skills for effective functioning in and with groups. Students participate in a group health promotion project. Prerequisites: NURS 3010, 3020.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Describe the elements of group dynamics.
2. Identify characteristics of groups.
3. Describe the roles and structure of small group communication.
4. Explain the stages of group development.
5. Discuss the process of problem solving and decision making in groups.
6. Analyze the influence of culture, race, and gender on communication in groups.
7. Discuss ethical issues that effect groups.
8. Analyze leader and member roles and relationships in groups.
9. Utilize small group communication in various group roles.

TEXTBOOK:

Galanes, G. J., & Adams, K. (2010). *Effective group discussion: Theory and practice* (13th ed.). Boston:

McGraw-Hill.

ESSENTIAL COURSE CONTENT:

Group dynamics	Ethical issues
Characteristics of groups	Diversity issues
Roles and structure of groups	Group communication
Stages of group development	Conflict management
Problem solving and decision making	Small group theories

TEACHING/LEARNING ACTIVITIES:

Lecture/discussion, videos, group work, paper/presentation, participant observer, leader activities, analysis of group dynamics, group health promotion project.

COURSE REQUIREMENTS:

Group exercises and reflection activities

Students participate in a variety of in-class small group activities and assignments. Students participate in class reflection activities. Specific questions will be provided each class for the next week's reflection.

Concept Paper

Students select a small group concept discussed in the text (e.g. verbal and/or nonverbal communication, norms and roles, leadership, decision making, problem solving, conflict, culture, gender, etc.). After selecting the concept, students conduct a literature search for references – 5 articles and/or textbooks pertinent to the concept. At least two articles must be from current (within the last 5 years) peer reviewed scholarly journals from nursing, education, psychosocial, and/or business databases. The remaining 3 references may come from either current (last 5 years) journals or textbooks. **Internet sites are not acceptable references.** Concepts must be approved by the instructor.

Papers are to be typed and double spaced using APA format. An APA formatted reference list is to be included.

The first part of the paper reviews the concept. This should be 3-4 pages in length. The review includes an introductory paragraph discussing the concept, and then the articles are reviewed citing information according to APA format. This review of the concept is objective and does not include any of your personal opinions. The last paragraph should be a summary of the literature reviewed.

The second part of the paper is a 2 page essay discussing a personal small group experience from your nursing practice that is an example of the concept you reviewed. This section contains your personal opinion about how the experience reflected the small group concept reviewed in the literature.

Movie Discussion

The video *Twelve Angry Men* will be viewed in class. The focus will be group process. Students are to prepare 3 – 5 discussion questions using any of the following concepts as they are manifested in the video: critical thinking, group think, leadership, culture, problem solving, and decision making. Read the parts of the text that discusses the concepts before viewing the video. Students must be present for the discussion of the movie to earn full credit.

Leading class discussion

Students lead a 10 - 15 minute class discussion on a selected topic. Students should review Chapters 9 and 13 in the text to prepare for the discussion. A self evaluation and peer evaluations are completed.

Examples for discussion include:

- a. An object of creativity, such as a short poem, a short story, a brief philosophical or spiritual essay, a painting, print, drawing, or photo, a carving or sculpture, a craft item, a design for something, an item of clothing, or a short, recorded video or musical recording.
- b. A controversial issue or idea on which class members are likely to be divided.
- c. An emotionally involving topic for an affective discussion. Examples include school prayer or BSN as the basic requirement for nursing.
- d. A case problem from which we can generalize, such as "What should we do if we witness the following crime take place?"

Health Promotion Project for a Small Group

Students will work in small groups to plan a health promotion activity for a group. This assignment consists of the following:

1. Assessment of the group – the characteristics and health promotion needs of the group are to be assessed.
2. A topic will be identified, and a will be developed by all members of the small group.
3. The plan will be implemented and evaluated by each group member. Students evaluate their individual performance and the group's performance.
4. The health promotion project may be presented to the class by videotape or simulation.

Students should obtain a letter of agreement from the facility. Permission to videotape should be obtained from the participants

EVALUATION:

The final grade in the course will be determined as follows:

Class attendance	10 points
Participation in Small Groups/Evaluations	10 points
Participation in Reflection Activities	10 points
Concept paper	25 points
Movie discussion/analysis/questions	10 points
Leading class discussion	10 points
Health Promotion Project:	25 points

GRADING SCALE * *Plus and minus designations will be assigned*

A	95-100
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	77-82
D	70-76
F	69 and below

CLASSROOM BEHAVIOR:

Cell phones and pagers: These devices are to be in the "Off" or "Vibrate" mode during class. If you must be on call during class, please sit close to the door so disruption may be minimized when you leave to answer a page.

Participation: Students are to participate in all class discussions and group activities. Confidentiality and respect for other opinions is expected.

Academic Honesty Policy – PLEASE READ CAREFULLY:

The following behaviors are prohibited:

Cheating- Using or attempting to use crib sheets, instant messaging, electronic sources, stolen exams, unauthorized study aids in an academic assignment or copying or colluding with a fellow student in an effort to improve one's grades.

Fabricating- Falsifying, inventing, or misstating any data, information, of citation in an academic assignment, field experience, academic credentials, or other manner.

Plagiarism- Using the works of another person as one's own words without proper citation in any academic assignment. This includes submission of any work purchased or down loaded from a web site or the internet.

It is imperative that all work that is not original be correctly cited. Use quotation marks and page numbers where appropriate. You must give credit for any work that is not your own. Plagiarism, in any form, is not acceptable

Facilitating Academic Dishonesty- Assisting or attempting to assist any person to commit any act of academic misconduct, such as allowing someone else to copy a paper or test answers.

Submitting a paper or project that has been written (in whole or in part) by someone else, or that you have submitted as a requirement for another class is prohibited.

In suspected cases of academic dishonesty, appropriate consequences will be determined. Please review the Academic Honesty Policy in the Nursing Department Handbook. This can be found at <http://www.webster.edu/depts/arts/nursing/handbook.htm>.

Clinical Requirements

Students must have ALL required information for clinical (license, TB, immunizations, drug screen, background check, BCLS or SCLS, and confidentiality statement [signed annually each school year]). Additionally, competency on Clinical Orientation Exam, (if clinical is in a hospital in any capacity) must be on file in the nursing office before beginning any clinical. Failure to submit any of the documentation may result in withdrawal from the course or a grade of "F" for assignments.

COURSE SCHEDULE:

Note:

Due to the discussion and group based nature of this course, class attendance is important and contributes to the course grade.

WEEK	DATE	TOPICS	READINGS
1	June 10	Introduction to the course Introduction to small groups	Chapter 1
2	June 17	Foundations of communicating in groups Health education and promotion Movie: Twelve Angry Men Review concepts prior to class	Chapters 2 - 3
3	June 24	Developing the group Discussion of movie Discussion questions due	Chapters 4 - 5
4	July 1	Observing and evaluating groups Guest Speaker: Kathy Bennett	Chapter 6-8
5	July 8	Group Project	
6	July 15	Small group processes	Chapters 8 - 9
7	July 22	Problem solving and decision making Managing conflicts Student led discussions Concept paper due	Chapters 9-12
8	July 29	Effective group leadership Student led discussions Course evaluations and wrap-up	Chapter 12 Chapter 13

This syllabus is subject to change.