

Taipei Medical University
Master Program
Advanced Psychiatric Nursing (II)
高級精神心理衛生護理學(二)
Course Syllabus
Fall, 2009

Course Number : 30600086

Course Name : Advanced Psychiatric Nursing (II)

Credits : 2

Placement : First semester, Second year

Faculty : 周桂如 分機6302

Class Time : 1:10Pm ~3:00PM, Thursday.

Class Place : 13F Discussion Room (II)

Course Description

This course focuses on the mastery of concepts from the group and nursing theories that are the foundation of advanced practice psychiatric nursing roles. Increasing emphasis is placed on the indirect practice roles of consultation and management and the direct practice roles of group psychotherapy. Emphasis is placed on the integration of related theories into advanced practice in psychiatric nursing and a nursing conceptual framework

Course Objectives

On completion of this course, students will be able to:

1. Identify principles of group dynamics, including components of group process, developmental stages of a group, and individual and group goal-setting.
2. Know group member's roles and behaviors, and therapeutic factors of group work.
3. Understand group leadership styles and approaches, including characteristics of various types of group leaders and the relationship between leadership styles and group functioning.
4. Understand theories of group counseling, including commonalities,

- distinguishing characteristics, and pertinent research and literature.
5. Compare and contrast different group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, group structuring and facilitation skills, and methods for evaluation of group growth and effectiveness.
 6. Know when and how to use different types of groups, including task groups, psycho-educational groups, support groups, and counseling/therapy groups.
 7. Know and be able to apply professional preparation standards for group leaders.
 8. Identify the ethical and legal principles unique to group work.
 9. Understand know to integrate group counseling theory and practice with their own theological belief systems.

Schedule

Date	Topic	Reading Assignments	Faculty
2009/9/17	Introduction		周桂如
2009/9/24	The Science of Group Dynamics & Therapeutic Factors	(F: Chp. 1; Y: Chp. 1-4)	周桂如
2009/10/1	The Therapeutic Factors: An Integration The Therapeutic Factors: Basic Tasks The Therapeutic Factors: Working in the Here-and-Now	(Yalom: chp: 5-7)	周桂如
2009/10/8	The Development of Group	(潘 :3; F: chp. 4; Yalom: chp: 9-10)	張秀如
2009/10/15	The Selection of Clients Group Organization and Structure	(潘: 4; F: Chp. 5, Yalom: chp. 8, 11)	周桂如
2009/10/22	Group process Report/記錄團體的過程		周桂如
2009/10/29	Group Behavior: Intragroup and Inter-group	(潘: 6; F: Chp. 6, 7)	周桂如
2009/11/5	The Advanced Group	(潘:7; Yalom: chp: 12)	周桂如
2009/11/12	Mid-term Exam		周桂如
2009/11/19	Training the Group Therapist Group Leadership: Styles and Methods	(Yalom: chp. 17; F: chp. 8) (潘:7; 徐:4-5)	周桂如
2009/11/26	Problem Patients Group Conflict and Resolutions	(Yalom: chp. 13; F: chp. 12, 13) (潘:9)	周桂如
2009/12/3	Group Protocol Design	(徐:6; F: 9)	周桂如
2009/12/10	The therapist: Specialized Formats and Procedural Aids The Specialized Group	(Yalom: chp. 14; 15)	張秀如
2009/12/17	Termination of a Group; Group Evaluation	(徐:7)	周桂如
2009/12/24	Student Presentation (I)		周桂如
2009/12/31	Student Presentation (II)		周桂如
2010/1/7	Student Presentation (III)		周桂如
2010/1/14	Course Evaluation & Final Exam		周桂如

Class Format

Group work is an interesting, challenging, dynamic, and rewarding part of the counseling and psychology fields. This class will use an interactive approach to learning and will include lecture and discussion, role playing, and group practice exercises. There will be regular

assignments with specific due dates. Therefore, active class participation is expected. Students are expected to contribute to class discussions, participate in class activities, ask questions, and contribute their ideas about assignments and the material presented in class. They are also expected to complete all reading assignments prior to the class date for which they are assigned.

Assignments

1. Final Paper and Presentation:

(1) Review of Group Therapy Outcome Literature

I ask that you choose a specific population (e.g., the elderly, adolescents, etc.) or client issue (e.g., depression, OCD, etc.) and review the relevant group therapy literature and research in order to find out what seems to work and what doesn't work well (i.e., examine the outcome research). In most cases in order to do a thorough review, you will need to narrow your topic well. However, if you do not find much literature on the population or topic of interest it may be appropriate to keep the scope fairly broad.

(2) Group Proposal Exercise

A 10-12 page proposal for the development of a group you would like to lead. This exercise will give you the opportunity to design a group of your choice and to consider issues such as the time and length of the group, goals and objectives, the rationale for the necessity of this group, inclusionary criteria for members, and possible theme and activities for group exploration. This exercise will allow you to make informed decisions about group therapy based on general principles discussed in the readings.

2. Leadership Style Exploration Exercise

A 6-8 page self-exploration paper is prepared. This exercise will give you an opportunity to write about your personal characteristics and preferences that may affect your group leadership style. You will reflect on the theoretical approaches to group intervention that fit best for you, the aspects of group leadership that might be most challenging for you, the type of co-leader with whom you might work best, and values you hold that might affect your work as a group leader. This assignment does not require you to draw from resources other than those assigned for class.

Class Participation

In order for this class to work well, it is important for each student to come to class prepared to discuss weekly readings, to discuss their own experiences, and to take some risks in trying out group therapy skills through role plays and activities. I expect variations in students' spontaneous contributions to discussions, and that's fine. However, in order to earn most of the participation points, each student must participate in role-plays and activities.

Evaluation Methods

Group Proposal (Final Paper)	30%
Leadership Style Exploration Exercise	10%
Presentation	40%
Class Participation	20%
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	100%

Course texts

Required:

Forsyth, D. R. (2006). *Group Dynamics* (4th Edition). Pacific Grove, CA: Brooks/Cole Publishing Co.

Stewart, G. L., Manz, C. C., Sims, H. P. (1999). *Team work and group dynamics*. Jonh Wiley & Sons, Inc.

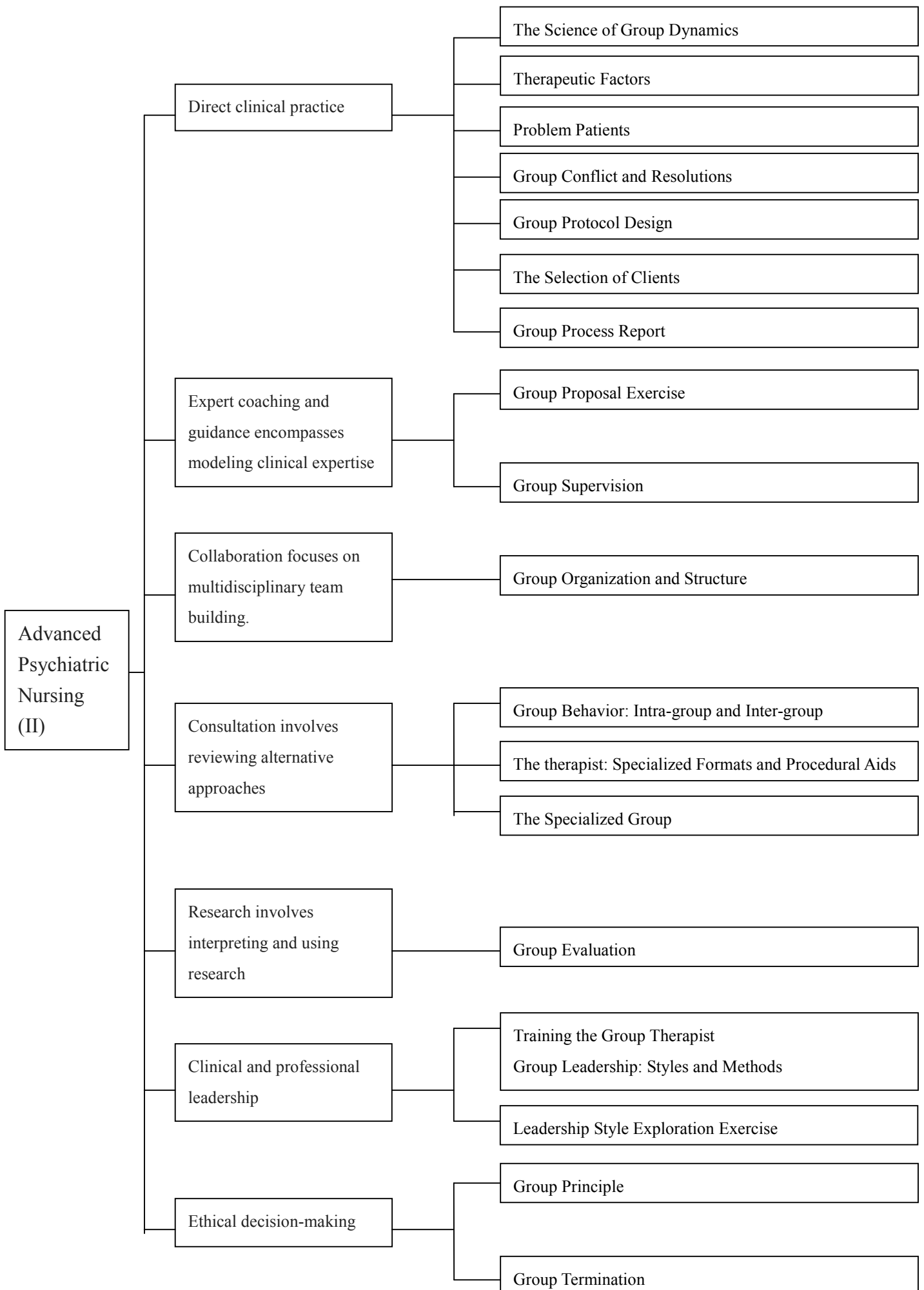
Yalom, I. (2005). *The theory and practice of group psychotherapy* (5th Edition). New York: Basic Books, Inc.

徐西森 (1997). 團體動力與團體輔導. 心理出版社.

潘正德 (1999). 團體動力學. 心理出版社.

Optional:

Corey, M. S., & Corey, G. (2006). *Groups: Process and practice* (7th Edition). Pacific Grove, CA: Brooks/Cole Publishing Co.



EVALUATION SCALE:

KEY:N/O = Not observed/ no opportunity

1 = Practice is deficient/ Criteria not met:

- a. consistently omits pertinent parts of the history or physical exam**
- b. interventions are incorrect, incomplete, or done without adequate supervision**
- c. marginal competence in technical or psychosocial skills**
- d. practice is unsafe* (can result in discontinuation of clinical experience)**

2 = Criteria met; competence at beginning to intermediate level; safe with close supervision

3 = Criteria met; competence at intermediate to advanced level; safe with less supervision

Assessment Skills		N/O	1	2	3
Direct Clinical Practice	1. Identify principles of group dynamics. 2. understand therapeutic factors 3. Examine group member's roles and behaviors, and therapeutic factors of group work. 4. Determine when and how to use different types of groups.				
Exert Coaching and guidance encompasses modeling clinical expertise	Know the group preparation standards for group leaders.				
Collaboration	Experience being a member of a group receiving feedback from multidisciplinary team worker.				
Consultation	1. Differentiate theories of group counseling. 2. Compare and contrast different group counseling methods. 3. The ability to integrate group counseling theory and practice with their own theological belief systems.				
Research	1. Interpreting and using in studying group 2. Interpreting and using n group evaluation				
Clinical and Professional Leadership	Understand group leadership styles and approaches.				
Ethical Decision-Making	Be able to identify and use the ethical and legal principles unique to group work.				

	5 Definitely Yes	4 Mostly Yes	3 Mostly No	2 Definitely No	1 N/A
1. The course was adequate to meet course objectives for students.					
2. There was adequate variety of client conditions to provide continuous learning experiences.					
3. The students were able to nursing interventions according CNS capabilities.					
4. The course provided the types of experiences necessary for students to meet course objectives.					
5. The supplies, equipment, and meeting space were adequate for student learning.					
6. The faculty assisted students when approached.					
7. The faculty were role models who demonstrate responsibility and accountability in client care.					
8. The faculty used good teaching skills with students.					
9. The students engage in self-directed learning.					
10. References for student learning were available.					
11. This class is recommended as a teaching site.					