# UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS SUMMER 2023

COURSE NUMBER NGR 6508

COURSE TITLE Psychiatric-Mental Health Nurse Practitioner: Group

Psychotherapy

# CREDITS 02

PLACEMENT DNP Program: Psychiatric-Mental Health Nurse Practitioner Track

PREREQUISITES None

COREQUISITES None

FACULTY Michaela K. Hogan, DNP, APRN, PMHNP-BC

Clinical Assistant Professor

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Office Hours\*: Monday 2-4pm

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**\***Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

# COURSE DESCRIPTION

This course provides the student with advanced knowledge to use group psychotherapy to intervene with adolescent and adult clients experiencing dysfunctional interpersonal patterns. Emphasis is on theoretical and conceptual models of group dynamics and processes for assessing, planning, treating, and evaluating dysfunctional patterns in groups. Additionally, promoting and maintaining effective communication patterns in a variety of groups is addressed.

# COURSE OBJECTIVES

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

1. Analyze the past, present, and future patterns and trends in group therapies, including the role of the advanced practice nurse.
2. Analyze theoretical and conceptual models of group dynamics and processes for advanced nursing practice with groups.
3. Plan group therapy to treat clients with dysfunctional interpersonal patterns to promote, maintain, and restore mental health.
4. Critique current research related to group dynamics, processes, and therapy.
5. Discuss legal and ethical principles in the conduct of group psychotherapy.

# COURSE SCHEDULE

Faculty Section Day

Hogan 7E71 Web-based

This is a web-based course with synchronous and asynchronous components.

E-Learning in Canvas is the course management system that you will use for this course. E- Learning in Canvas is accessed by using your Gatorlink account name and password at [http://elearning.ufl.edu/.](http://elearning.ufl.edu/) There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes. TOPICAL OUTLINE

* 1. Past, present, and future patterns and trends in group psychotherapies, including the role of the advanced practice psychiatric-mental health nurse.
  2. Lewin’s group dynamics.
  3. Legal and ethical issues in group therapy.
  4. Initiation of group therapies: Role of the therapist in assessing and selecting group members and dealing with beginning groups issues.
  5. Process and content in adolescent and adult groups.
  6. Curative factors in group psychotherapy.
  7. Stages of group psychotherapy with adolescents and adults.
  8. Research issues in group psychotherapies and group dynamics.

# TEACHING METHODS

Lecture, group discussion, written assignments, audiovisual materials, case analysis, and selected readings.

# LEARNING ACTIVITIES

Readings, written assignments, group simulation activities, and discussions.

# EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Reflective Papers (2) | 25% |
| Group Simulation Clinical Notes (4) | 40% |
| Group Simulation Participation (4 synchronous online meetings) | 20% |
| Final Examination | 15% |
| Total | 100% |

# MAKE UP POLICY

Students will notify faculty in advance for any anticipated absences, missed assignments due to excused absences, or missed classes. Students will develop arrangements with the faculty to make up missed assignments which must be complete within one week of scheduled assignment.

# GRADING SCALE/QUALITY POINTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | 95-100 | (4.0) | C | 74-79 (2.0) |
| A- | 93-94 | (3.67) | C- | 72-73 (1.67) |
| B+ | 91- 92 | (3.33) | D+ | 70-71 (1.33) |
| B | 84\*-90 | (3.0) | D | 64-69 (1.0) |
| B- | 82-83 | (2.67) | D- | 62-63 (0.67) |
| C+ | 80-81 | (2.33) | E | 61 or below (0.0) |

\* 84 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/graduate/regulations/>

# COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

# ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate

documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

# PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal

background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community.

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony.

# UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

# UNIVERSITY AND COLLEGE OF NURSING POLICIES

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>)

# REQUIRED TEXTBOOK

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.) Hachette UK.

# RECOMMENDED TEXTBOOKS

Corey, M., Corey, G., & Corey, C. (2017). *Groups: Process and practice* (10th ed.). Cengage Learning.

Sue, D.W., Sue, D., Neville, H.A., Smith, L. (2022). *Counseling the culturally diverse theory and practice* (9th ed). New Jersey: John Wiley and Sons, Inc.

WEEKLY CLASS SCHEDULE

**\*NOTE: Any course content is subject to change to facilitate learning.**

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| **DATE**  **Module** | **TOPIC/EVALUATION** | **READINGS** | **Assignments** | **Program Outcomes** |
| Module 1  5/15/23 - 5/28/23 | Introduction to Group Work: 1. Types, Settings, & Duration 2. Leader Role & Responsibilities 3. Standards & Guidelines 4. Theories & Techniques | Yalom Chp 5, 6, & 7 | Group Simulation 5/22/23 Group Note #1 DUE 5/29/23 | 1,2,5, & 6 |
| Module 2  5/29/23 - 6/11/23 | Group Process: 1. Selection, Composition, & Creation 2. Stages & Dynamics 3. Therapeutic Factors | Yalom Chp 8, 9, 10, & 11 | Group Simulation 6/5/23 Group Encounter Note #2 DUE 6/11/23 | 1,2,5, & 6 |
| Module 3  6/12/23-6/25/23 | Therapeutic Factors: 1. Cohesion 2. Interpersonal Learning | Yalom Chp 1, 2, & 3 | Analysis Paper # 1 DUE 6/18/23 | 1,2,5, & 6 |
| Summer Break  6/26/23-7/2/23 | | | | |
| Module 4  7/3/23-7/16/23 | Advanced Group: 1. Conflict 2. Subgrouping 3. Problem Group Members | Yalom Chp 12 & 13 | Group Simulation 7/10/23 Group Encounter Note #3 DUE 7/16/23 | 1,2,5, & 6 |
| Module 5  7/17/23-7/30/23 | Specialized Group: 1. Formats 2. Settings | Yalom Chp 14 & 15 | Analysis Paper # 2 DUE 7/23/23 Group Simulation 7/24/23 Group Encounter Note #4 DUE 7/30/23 | 1,2,5, & 6 |
| Module 6  7/31/23-8/11/23 | Additional Training: 1. Observation 2. Participation 3. Supervision | Yalom Chp 17 | Final Exam DUE 8/6/23 | 1,2,5, & 6 |

Program Objectives

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

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| Approved: | Academic Affairs Committee: | 01/08; 01/13 |
|  | Faculty: | 02/08; 01/13 |
|  | UF Curriculum: | 10/08; 03/13 |