Group Facilitation Activity (Mental Health)

This project is based on the requirements of An Bord Altranais Competency Framework: **Domain 5**

**Personal and Professional Practice**

**Performance Criteria**

5.1 Acts to enhance the personal development and professional development of self and others

**Rationale**

To develop interpersonal skills beyond one to one therapeutic interaction; in relation to working with defined groups of people in particular mental health settings; and to develop and practice group facilitation skills.

**Aim of Project**

To develop the requisite skills that will enable the student to plan and facilitate a therapeutic group process either as a once off group, or series of interconnected groups in their current clinical setting.

**Student Objectives**

- Explain the rationale for the uses of different types of group work in mental health nursing practice
- Discuss the range of issues that need to be considered in planning group work
- Demonstrate an understanding of issues that are associated with the beginnings, middles and endings of group work
- Participate appropriately in a therapeutic group for people who are experiencing mental health problems
- Evaluate the strengths and limitations of varying approaches to group work
- Facilitate a group session or series of interconnecting group sessions and write up a report on this activity as prescribed evidence.

**The Group Facilitation Activity:**

The group facilitation activity will be written up as prescribed evidence and marks will be awarded for inclusion of the following considerations in this assignment.

Word count is 1,500 to 2,000 in the body of the assignment. Appendicised evidence to support your activity will not be included in the word count.

**Introduction**

- Describe the rationale for using group work with people who have mental health needs;
- Describe the care setting and the client group the group activity is aimed at;
- Give rationale for the group activity you have chosen;
- Describe the process of selecting patients for the group. Give rationale for the selection;
- What is the desired outcome or aim of the activity selected?
- Reflect on factors that promote and/or impede behavioural change and how these factors have been assessed and addressed in planning and delivering this group.
Planning Group Activity(s)
- Describe/discuss the group planning process with reference to research/evidence supporting decisions/plans
- What methods/tools/techniques did you plan to use?
- How will you achieve the aims of your group activity, e.g. goals and intended outcomes?
- What resources did you plan to use and in what way?
- Describe group activities and time scale for each
- What barriers/challenges did you anticipate?
- How did you prepare yourself and the environment for the group session/activity?
- How did you prepare the client group for the activity?

Facilitation/Implementation of Group Session(s)
- Give a description of what took place during the group session/activity including process, achievements and challenges
- What particular facilitation skills did you exhibit during the group?
- What personal thoughts and emotions did you bring into the group session/activity?
- To what extent was the group participative and why?

Group Evaluation
- Were you/the group effective in achieving the aims/desired outcomes?
- What techniques or strategies did you use to achieve the aims/outcomes, (e.g. SMART goals, session evaluation, pre and post group ratings, etc…)?
- What interfered or prevented you/the group from achieving the aims/outcomes?
- Reflect on the changes experienced by you/clients as a result of this group.

Critical reflection on the process – relating to self and participants
- If you had a chance to repeat the group session/activity what would you do differently and why?
- How were communications different within this group activity from your experience of one to one interaction?
- How do you seek support and guidance to improve your group work skills?

Responsibilities and Roles:

Student
- To discuss with preceptor the selection of appropriate patients/clients for the group activity and submit a plan outlining proposed session/activity (including rationale, objectives approaches/strategies to be used)
- With preceptor guidance, to undertake assessment of patient needs and suitability for session(s) using agreed guidelines
- To facilitate the implementation and evaluate a group activity
- To avail of supervision and respond appropriately to guidance from preceptor/CNM/CPC;
- To report any concerns about patients/clients or any difficulties encountered to preceptor/ or clinical nurse manager (CNM) immediately
- To write a report (1500 - 2,000 words) describing the experience of planning, implementing and evaluating the group activity as prescribed evidence assignment; plus appendices with any relevant documentation such as, plans, presentations, outcome measures, feedback etc.
Preceptor
- To maintain overall responsibility for patient care;
- To help the student to select suitable patients/clients for the session/activity;
- To review the plan submitted by student and advise on the appropriateness of planned group activity;
- To support the student during the experience of planning, implementing and evaluating a group activity within students scope of practice (Level 3 DCU guidelines);
- To report/discuss any concerns or difficulties with the CPC.

Clinical Placement Co-ordinator
- To support the student in issues relating to planning, delivery and evaluation of group activity by meeting regularly depending on student need;
- To support practice staff in their supervision of the student’s practice;
- To take action on any issues raised by the student/preceptor CNM.

Useful Reading:

Johnson DW (2000) Joining together: group theory and group skills Boston: Allyn and Bacon


