

MODULE SPECIFICATION FORM

Module Title: Working with Groups in Health and Wellbeing	Level: 5	Credit Value: 20
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Module code: HLT510	Cost Centre: GANG	JACS3 code: L510
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Semester(s) in which to be offered: 1	With effect from: January 2015
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<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2013 Date revised: January 2015 Version no: 2
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New:	Title of module being replaced (if any):
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Originating Academic Business Division	Psychology, Sport Science and Health	Module Leader:	Pat Hibberd
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Module duration (total hours): 200 Scheduled learning & teaching hours: 40 Independent study hours: 160 Placement hours	Status: core/option/elective (identify programme where appropriate):  Option : BSc Health, Wellbeing and Community
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Programme(s) in which to be offered:  BSc (Hons) Health, Wellbeing and Community	Pre-requisites per programme (between levels):
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**Module Aims:**

This module aims to develop student's ability to work with and facilitate groups in health and social care environments, respecting the rights of individuals within the group and dealing with problems and conflicts in group situations. The experiential approach used aims to develop students self awareness of their role and contribution to effective group and team environments.

### Expected Learning Outcomes:

At the end of this module, students will be able to:

### Knowledge and Understanding:

- 1 Demonstrate critical understanding of the processes involved in planning for, facilitating and evaluating the outcomes of group work to meet a given scenario in a health and/or social care context
- 2 Reflect upon their role within a group and their contribution to and personal development from co creating the group environment
- 3 Critically analyse the impact of group dynamics and processes on group work and group functioning
- 4 Discuss solutions for addressing potential problems in group facilitation including the management of conflict, or poor engagement of individuals with the group functions.

### Transferable/Key Skills and other attributes:

Exercise personal responsibility and decision-making  
Effectively communicate information  
Demonstrate problem solving  
Work effectively within a team

### Assessment:

1. **Presentation:** A 20 minute group presentation. Students, within allocated Problem Based Learning (PBL) groups, will present the group's proposed plan for implementing and evaluating a service user group to meet a given scenario in health and wellbeing. The plan should identify how they would manage potential problems in facilitating an effective group. One shared mark will be attributed per group.
1. **Reflective Practice:** a 2000 word reflective essay in which the student reflects on his/her role and contribution within and the interactions of the PBL group. This will include the role and influence of group dynamics in managing the group task effectively. Personal development from undertaking the module will be identified.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1.	1, 4	Presentation	50%	20 minutes	
2.	2, 3	Reflective Practice	50%		2000

### **Learning and Teaching Strategies:**

This module aims to take a problem – based, experiential approach in learning to facilitate groups in health and social care settings. Students will be assigned to a PBL group and given a group work scenario. Students will work together in PBL seminars to identify the needs of a health and/or social care client group and will be expected to plan the implementation and evaluation of a client group appropriately to address the problem scenario provided. PBL will be supported by key lectures, role play, simulations and tutorials. PBL will also be supported by group contributions to an online group forum/Wiki. Students will be expected to actively contribute to the forum and reflect upon this in their assignment.

### **Syllabus outline:**

Purpose and functions of groups, Types of groups, Theoretical approaches to groups and group work, Designing and planning group work; Group dynamics, development and processes, Leaders role, style, influence and function, Facilitation styles , Experiential learning, Diversity in groups, Intercultural learning, Online support groups and Social Networking, Managing group conflict, Debriefing and Closure, Evaluating group outcomes – pre and post measures, continuous, data gathering, cost effectiveness.

### **Bibliography:**

Essential reading:

Doel, M (2005) *Using Groupwork* Taylor and Francis e-library

Elwyn, G, Greenhalgh, T, MacFarlane, F and Koppel, S (2000) *Groups: A Guide to Small Group Work in Healthcare, Management, Education and Research* Oxford, Radcliffe Publishing

Preston-Shoot, M (2007) *Effective Groupwork* 2<sup>nd</sup> ed. London, Palgrave

Rogers, J (2010) *Facilitating Groups*. Berkshire, McGraw-Hill

Other indicative reading:

Bartlett and Coulson, An investigation into the empowerment effects of online support groups and how this affects health professional/ patient communication. *Patient Education and Counselling* 83, 113-119

Chea, S.W, Heathcote, J and Hibberd, J.M (2011) *Group and Individual Work with Older People* London, Jessica Kingsley

Coulson, N, Shaw, R.S (2013) Nurturing health-related online support groups: Exploring the experiences of patient moderators *Computers in Human Behaviours* 29, 4, 1695 -1701

Crooks, B and Mouradian, J (2012) *Re imagining group work. A guide to creative facilitation* Mosaic Creative

Griffiths, F, Cave, J., Boarman, F, Ren , J , Pawlikowska, T, Ball, R., Clarke, A, Cohen, A (2012) Social Networks, The Future for Health Care Delivery *Social Science and Medicine*, 75, 12, 2233- 2241

Chung, J.E (2013) Social Interaction in online support groups : Preference for online social interaction over offline social interaction *Computers in Human Behaviour* 29, 4, 1408 - 1414

Hubley, J and Copeman, J (2008) Health Promotion with Groups Chapter 6 in *Practical Health Promotion* 2<sup>nd</sup> ed. Cambridge, Polity Press

Winefield, S.R (2006) Support provision and emotional work in an Internet support group for cancer patients *Patient Education and Counselling*. 62, 2, 193-7