Introduction and Alignment

This exercise is to help you begin to plan, develop, and implement a new group therapy series **OR** modify an existing group therapy series. You will evaluate the implementation process and group outcomes.  Select and use appropriate methods to evaluate/measure client outcomes using a pre and post group design for at least one group.

Ideally, you will implement this in your clinical setting. If this is not an option, you will develop a plan to cover all the areas of the document

Upon completion of this assignment, you should be able to:

* Develop a therapy group and establish a theoretical framework for the group.

Instructions

Plan, develop, and implement a new group therapy series **OR** modify an existing group therapy series. The student will evaluate the implementation process and group outcomes. Select and use appropriate methods to evaluate/measure client outcomes using a pre and post group design for at least one group.

Page limit: 6-8 pages (excluding title page, references and appendices). Use APA format.

 **I. Identification of Group (10 points)**

A. Brief description of the group and target population

B. Group Purpose and Rational

C. Membership of group

1. Criteria for selection

2. Screening of members

3. Other demographic information

**II. Theoretical Framework for Group (10 points)**

A. Support and synthesize selected theoretical approach

 (based on a brief literature review at least 4 articles)

B. Discussion of group design/format/structure

 1. Open / Closed / Length of Time

C. Describe contributions to the group

(Include topical outline, group exercises, and activities)

**III. Analysis of Group Process and Client Outcomes (10 points)**

A. Group interaction / dynamics

B. Phases of the group: Forming Storming, Norming, Working, Termination

C. Level of cohesiveness and contributing factors with implications such as environment, topic, leadership style, member to member interaction, type of group. (provide examples to support your finding)

D. Describe group norms

**IV. Evaluation of Group Outcomes (10 points)**

A. Individual client outcomes (measurable) or group outcomes (measurable)

B. Curative factors demonstrated (provide examples)

 C. Describe measurement tool and rationale for use.

**V. Evaluation of Self as Group Leader (10 points)**

A. Strengths and weaknesses of experience

B. Approach/style of Leadership

Title pages should have the following info. This is the way it should be done in each course, not just this one.

Title of paper
Name
PYCF(#): ILL Professional Role Development for the APN
University
Dr. professor
Date of submission (written out)

I will take points off for APA because this is the writing style you will be using throughout this program so it needs to be correct. An important note on citing references: it is not adequate to put one citation at the end of a long paragraph. The source needs to be clearly stated throughout the paragraph. Also, please keep direct quotes to a minimum. I will take points off if there are a large amount of direct quotes; especially in these assignments that tend to be on the shorter side. I will grade on grammar and spelling.

\*\*\*Make sure you review what is considered a scholarly source (if you have questions about this, please ask) and be sure that the article is from the last 5 years.

Appropriate references for this course and all future courses include O**NLY PROFESSIONAL SOURCES**. That is, consumer websites and sources are **NOT** acceptable references for assignments.

**Not professional sources:** WebMD, Mayo Clinic, HealthNet, MedicineCabinet.com, and so on, are consumer websites. They may have accurate information, but the information is not of the depth needed for a provider.

**Not professional sources:**What students find trickier is that there are websites that have EBP guidelines and consumer information both. The Centers for Disease Control (CDC), AHRQ, American Academy of Pediatrics (AAP), National Institutes of Health (NIH), and many other excellent websites have a tab or a section of the website for consumer information.   Please access the professional portion of those website; they are excellent sources.  The consumer tab, however, is also a consumer website, not a professional source. If the section is not clearly labeled, you can be certain that the information is intended for consumers: 1) if it is written in the second person. Professional sources never say, "**You** should eat three servings of green leafy vegies per day", 2) if readers are advised to see their healthcare professional if they have certain symptoms.  Professional sources are written for healthcare professionals, and do not advise readers to see their healthcare professional, 3) if there are no citations and no reference lists of peer reviewed sources of information. Professional sources cite and reference their information, as you do in your papers.  These sources may be used as examples of patient education materials only, not as the source you are citing for epidemiology, diagnosis, treatments or other clinical information.

**Acceptable professional sources:**

* Textbooks from your graduate level courses
* Epocrates and Lexicomp
* Peer reviewed professional journal articles
* Medscape
* The Merck Manual
* Articles from UpToDate online database
* The Red Book
* Evidence Based Practice Guidelines from professional associations such as American Academy of Pediatrics (AAP) and American Academy of Family Practice (AAFP)
* Recommendations and guidelines for professionals from the CDC and other government agencies
* World Health Organization (WHO) recommendations for professionals
* The Prescriber’s Letter (which you should be receiving monthly)