

Bachelor Thesis

Increasing professional competence by means of conceptual planning, evaluation and structuring of the therapeutic mindfulness group at the Centre for Integrative Psychiatry, Lübeck Campus, Schleswig- Holstein University Hospital.

Initial situation and the problem at issue

Therapeutic groups are an important component of behavioural therapy. The flat hierarchies in interdisciplinary teams give specialist nursing staff the opportunity to develop their own therapy content for patients and to pass this knowledge on to the patients.

The additional skills needed by a psychiatric nurse cannot be taught in the three-year nurse training course.

Leading a therapeutic mindfulness group, based on dialectical behaviour therapy (DBT) as developed by Marsha M. Linehan for women with borderline personality disorder (BPD) and diagnosed eating disorder, represents a challenge for every member of the team.

It is essential for the successful teaching of mindfulness strategies that therapeutic mindfulness groups (MG) be run in a consistent way and with identical content and structure. Differing levels of competence and uncertainties among team members have led to variability in the running of MGs.

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In the present thesis the author describes how support can be provided to specialist nursing staff faced with the challenge of leading a therapeutic mindfulness group. The therapeutic concept, based in behaviour therapy, is introduced. Information is provided about the issues, the aims and the problem situation that led to the present project. The hypothesis is formulated on the basis of this information and the procedure is then summarised. Somatic and psychiatric nursing and their development in Europe and in Germany are compared. The number of specialist nurses and the development of demand for nursing care in Europe and in Germany are presented. Particular attention is given to the special skills and key qualifications needed by specialist nursing staff to advance the development of psychiatric and somatic care. The different phases of the project are described. The author presents the results of the project. It is explained whether the hypothesis could be proved.

Practical implications

The successful completion of the project led to improvements in the quality of mindfulness group implementation. The members of the nursing team are coached by colleagues to prepare them to lead a patient group. The materials developed for consistent group implementation help to ensure that the group operates with an evident structure and is run consistently. Evaluation forms collecting feedback lead to continual improvement of the group.

Nurse-therapist training sessions have been developed by the nursing staff and have already been run successfully.