

**TUFTS UNIVERSITY–DEPARTMENT OF
OCCUPATIONAL THERAPY
FIELDWORK PROGRAM**

**Group Theory & Community Based Practice
Program Guide for Community Agencies**

Learning through Service

Group Mentorship

Community Group Placement

General Group Themes

Related Forms:

OTS 219 Needs Assessment

OTS 219 Group Level I Planner

OTS 219 Group Level I Process Notes

Group Member Feedback Form

Student Evaluation of Level I Fieldwork:

Community Group Site

OTS 219 Group Theory & Community Based Practice

Learning through Service: The Level I fieldwork component of the Group Theory and Community Based Practice coursework provides group leadership opportunities as well as a valued service to community agencies as part of Tufts University's mission to promote Community Based Learning (CBL), public service, and active citizenship. Groups are led based on a functional approach to group work in occupational therapy (Howe & Schwartzberg, 2001) in settings such as: daycare centers; Boys and Girls Clubs; Neighborhood Houses; Senior Centers, and adult day programs.

Learning in a real world context allows you to:

- develop meaningful helping relationships
- learn about the population you are serving
- experience the power of group process and dynamics
- add to your knowledge of community systems and services
- challenge your creativity and try out new ideas
- explore and expand your marketability
- apply what you are learning to real-life, practical situations.

Group Mentorship: Opportunities for you to discuss and reflect on your experience leading a group in a community agency are provided via a weekly mentoring group, facilitated by the Faculty and Fieldwork Coordinator.


Mentoring group provides a forum for you to:

- integrate theoretical learning,
- enhance your self awareness and gain insights regarding your strengths and areas for growth and learning
- receive support as you develop the skills necessary for effective group leadership.




Group Leader Responsibility: Leaders should aim to provide a minimum of 6–8 group sessions, pending site scheduling logistics. Group leaders must take responsibility to coordinate continuity in service, providing weekly group sessions to agency/group members. Arrangements need to be made between co-leaders to have group be covered by single leader or rescheduled in advance if at all possible if for any reason a co-leader will be absent. If group session must be cancelled, leaders should notify site contact person and mentoring group section leaders.

OTS 219 Community Group Placement

Step	Action
<p>1. <i>Contact your assigned site ASAP as a co-leader pair to:</i></p> 	<ol style="list-style-type: none">1. Confirm supervisor name & contact information2. Schedule a 1-2 hour orientation visit3. Find out site's policies re: immunizations, etc.4. Obtain directions <p>Be sure to:</p> <ol style="list-style-type: none">1. Clarify who will be your designated site supervisor. If s/he will not be available during your site visit, request his/her contact information to schedule a separate follow up communication.2. Ask how to coordinate working with this person3. Discuss preferred methods and best times to contact/communicate with your site supervisor(s) [phone, email, face-to-face meetings before or after group].
<p>2. During initial orientation session:</p>	<ol style="list-style-type: none">1. Complete OTS 219 Needs Assessment2. Negotiate logistics & schedule of group (MEMBERS, DAY, TIME, LOCATION)3. Confirm DATE/TIME/METHOD for follow up with site supervisor4. Arrange tentative START DATE for the group series5. Mutually negotiate realistic expectations of your site supervisor(s). Assert that it would be helpful if they could:<ol style="list-style-type: none">a. provide up to date information regarding group membersb. give ongoing feedback about the group as neededc. briefly process the group and discuss any issues/problems.

OTS 219 Community Group Placement

Step	Action
<p>3. During week one of your group series:</p> 	<ol style="list-style-type: none"> 1. Call day prior to group to confirm day/time, location & to review membership criteria 2. Review procedures for checking in/communicating with agency staff 3. Review SAFETY procedures 4. Schedule future meetings with site supervisor
<p>4. Each week:</p>	<ol style="list-style-type: none"> 1. Complete OTS 219 Group Level I Planner and Process Notes sheets with co-leader 2. Log as assigned in OTS 219 Syllabus 3. Participate in Mentoring group at BSOT 4. Follow up with site supervisor as arranged/needed
<p>5. Wrapping up:</p> <p>2 weeks prior:</p> <p>1 week prior:</p> <p>During final meeting with site supervisor:</p>	<ol style="list-style-type: none"> 1. Collect client feedback when applicable (see sample Group Member Evaluation Form) 2. Set a time with site supervisor for processing of the experience and completion of related feedback forms: <ol style="list-style-type: none"> 3. Level I Professional Development Monitor (PDM) 4. Student Evaluation of Level I Fieldwork Community Group Site 5. Self-assess your performance using a copy of the Level I PDM and complete your Student Evaluation Form 6. Review feedback received on your PDM with your site supervisor, co-sign, and keep bottom copy 7. Share your feedback with your site supervisor and cosign Student Evaluation of Level I Fieldwork Community Group Site. Retain a Xerox copy.
<p>After final session:</p>	<ol style="list-style-type: none"> 1. Send Thank You note to site 2. Submit PDM & Student Evaluation of Level I fieldwork to Fieldwork Office

General Group Themes

Group activities should reflect sensitivity to of group member's life experiences and abilities. In meeting the needs of your group members, your community group work may encompass the following general themes:

<i>Health and wellness promotion/Instrumental Activities of Daily Living</i>	Exercise Nutrition Healthy lifestyle choices Balance of work, play, & rest Reminiscence Personal safety know-how Preparing a snack or meal
<i>Social participation & leisure</i>	Play/leisure interests Sports Games Crafts Arts Music Community activities
<i>Work/Education</i>	Activities to promote work or student readiness
<i>Contextual aspects</i>	Physical Cultural Spiritual Social Temporal
<i>Participation in meaningful roles</i>	Friend Student Worker Hobbyist Family member
<i>Communication/Interaction Skills</i>	Physical/nonverbal Information exchange Relating to others
<i>Performance/Process Skills</i>	Mobility Coordination Strength/effort Energy Knowledge Task skills Learning from experience

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

OTS 219 GROUP NEEDS ASSESSMENT
(COMPLETE DURING ORIENTATION VISIT)

Supervisors Name:

Method of contacting site/supervisor in case of emergency:

GROUP MEMBER INFORMATION:

Number: (limit to 10)

Age Range:

Related Information regarding population:

Precautions/additional comments:

GENERAL FUNCTIONAL STATUS: (indicate # of members in each category)

Self-Care:

_____Independent

_____Dependant

_____Minimum Assistance

_____Moderate Assistance

(Specify)

(Specify)

Notes:

Process skills/Cognition:

_____Alert/Attentive

_____Distractible

_____Concrete level

_____Abstract level

Notes:

Interactive skills/Psychosocial:

_____Good interpersonal skills _____Minimal Interactions

_____Behavior Problem(s) (Specify, including strategy/protocol for limit setting or management)

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OTS 219 GROUP LEVEL I PLANNER

GROUP:_____

WEEK OF:_____

ACTIVITY:_____

GOALS:

GROUP:

INDIVIDUAL MEMBERS:

METHODS/PROCEDURE & RATIONALE:

LEADER ROLE(S) & RATIONALE:

PREP NEEDED (SET-UP):

MATERIALS/EQUIPMENT NEEDED:

TIMELINE/OUTLINE FOR SESSION CONTENT/PROCESS:

LEADERS WILL:

GROUP MEMBERS WILL:

OTHER PERTINENT INFO TO CONSIDER (E.G., NEW MEMBERS, SPECIAL
EVENT/CIRCUMSTANCES THAT MAY BE IMPACTING GROUP MEMBERS)

Howe, M. & Schwartzberg, S. (2001). A Functional Approach to Group Work
in Occupational Therapy (3rd ed.).

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

OTS 219 GROUP LEVEL I PROCESS NOTES

WEEK OF:_____

ACTIVITY:_____

TIME USE/SPECIFIC LEADER ROLES:

PROCESSING COMMENTS:

AGENDA FOR SUPERVISION GROUP:

ISSUES FOR WEEKLY LOG:

RESOURCES:

AVAILABLE:

NEEDED

FOLLOW UP WITH SITE SUPERVISOR:

PLAN FOR NEXT SESSION:

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

**TUFTS UNIVERSITY – BSOT
 OTS 219 – GROUP PRACTICUM – COMMUNITY BASED LEARNING
 STUDENT EVALUATION OF LEVEL I FIELDWORK: COMMUNITY GROUP SITE**

Student's Name: _____

Name of Center: _____

Address: _____

Supervisor's Name: _____

I. Student Orientation: Check “yes” if discussed; “no” if not discussed.

TOPIC	yes	no
Staff introductions		
Physical facilities		
Facility/Agency philosophy		
Facility policies & procedures		
Safety/emergency procedures		
Fieldwork objectives/requirements		

II. Description of Supervision: Please provide feedback appropriate to the context of the 20–24 hour relationship and the type of supervision provided by circling the corresponding rating below.

Rating Scale: 1= insufficient; 2=marginal; 3 = adequate; 4= substantial

Presented clear explanations & expectations	1	2	3	4
Provided supervision as needed	1	2	3	4
Used constructive feedback to address weaknesses	1	2	3	4
Provided positive reinforcement for strengths	1	2	3	4
Encouraged students to ask questions	1	2	3	4
Facilitated student's problem-solving skills	1	2	3	4
Encouraged self-directed learning (refers to other persons, books, references, etc.)	1	2	3	4
Approachable & interested in students	1	2	3	4
Provided a positive role model	1	2	3	4
Projected a positive attitude toward other staff & students	1	2	3	4
Provided feedback (reviewed PDM & SEFW site forms)	1	2	3	4

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III. Professional Development:

Indicate the extent to which this experience helped you determine your level of professional development (from the *PDM*) by circling the corresponding rating below:

Rating Scale: 1-not at all; 2-uncertain; 3-helpful; 4-very helpful

Application of knowledge	1	2	3	4
Dependability	1	2	3	4
Initiative	1	2	3	4
Communication with Staff	1	2	3	4
Communication with Clients	1	2	3	4
Prof. Appearance/Presentation	1	2	3	4
Organization	1	2	3	4
Professional Growth	1	2	3	4

IV. Reflection

a. How has this experience helped to prepare you for future fieldwork (Level II)?

b. How well do you think you did in articulating the theory/rationales guiding your approach to group work to the clients/group members and staff in a community setting?

Check	Comments
1 = unable	
2 = uncertain	
3 = adequately	
4 = very successfully	

Student _____ Date: _____

Supervisor _____ Date: _____

Please return completed form to:

Mary Alicia Barnes, OTR/L, Fieldwork Coordinator
 Tufts University–Boston School of Occupational Therapy
 26 Winthrop St
 Medford, Massachusetts 02155
 FAX: 617-627-3808

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**GROUP MEMBER FEEDBACK FORM
(Adult)**

**1. HOW WOULD YOU RATE YOUR GROUP EXPERIENCE?
(PLEASE CIRCLE AS MANY AS APPLY)**

FUN

BORING

HELPFUL

NOT RELATED TO MY NEEDS

SOURCE OF LEARNING

UNDECIDED

OTHER (PLEASE STATE):

2. ACTIVITIES I ENJOYED/FOUND MEANINGFUL:

REASONS:

3. ACTIVITIES I DID NOT LIKE/FOUND DEMEANING:

REASONS:

4. WOULD YOU RECOMMEND THIS TYPE OF EXPERIENCE TO A FRIEND?

WHY? OR WHY NOT?

5. WHAT I LEARNED FROM THIS EXPERIENCE:

**GROUP MEMBER FEEDBACK FORM
(Children)**

1. I thought this group was (circle as many words that you agree with)

fun

boring

helpful

not really for me

a time for learning

I'm not sure

other (please say what you thought/felt about group):

2. Activities I liked or really meant something to me were:

I liked them because:

3. Activities I did not like:

I did not like them because:

4. Would you tell a friend to come to this kind of group in the future?

Why? Or why not?

5. What I learned from coming to this group:

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

**COMMUNITY BASED SERVICE LEARNING
GROUP PRACTICE LEVEL I FIELDWORK RESERVATION REQUEST**

Anne Smith
Boys & Girls Club
230 Boston St
Boston, MA 02127

April 5th, 2004

Dear Anne,

I am writing to explore your interest and availability to work with our graduate students in occupational therapy doing course work in group theory and practice in **Fall 2004 (mid September–early December 2004)**. Your agency provides a value community based learning opportunity and a meaningful context for our students to apply what is being learned in the classroom to real life practical situations. Our collaborative process occurs over the course of the 12–week semester. During this time frame, the BSOT students conduct an assessment of agency/member needs relative to group work, then design and implement a **6–8 week functional group series** as a service to your agency.

I have enclosed a **Community Based Group Reservation Form** on which you can indicate your availability. Please **RSVP BY MAY 3rd 2004**. You may fax your response to me at 617–627–3808 or return it in the enclosed SASE. I hope to begin the preliminary matching process of assigning students to sites in July 2004. Student assignments will be confirmed via phone/email/fax once classes begin on September 7th, 2004. Confirmation correspondence containing requisite student paperwork will follow.

The BSOT students will need a site supervisor/contact person on your staff. The expectation of the site supervisor is to briefly review the group with the students and discuss any issues or problems. Ideally the contact person would provide students with up to date information regarding group member needs and ongoing feedback about the group as applicable. Students will be provided weekly mentoring in a group format at Tufts–BSOT, the focus of which will be the application of group theory, understanding group process, and providing a quality group experience. Please feel free to contact me at 617–627–5960 or via email: mary.barnes@tufts.edu. I look forward to hearing from you.

Sincerely,

Mary Alicia Barnes
Fieldwork Coordinator

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

**TUFTS UNIVERSITY-BOSTON SCHOOL OF OCCUPATIONAL THERAPY
COMMUNITY BASED GROUP LEVEL I FIELDWORK RESERVATION FORM**

____**YES**, we would like to participate in the fall semester group series. **Best times to call to arrange *September orientation* visits are:**_____.

____We are not able to participate this year. (Please indicate reason if possible and if we should contact you this spring.)

In order to ensure **accurate matching of students** with your site, please list the **days and times** which would be possible for our students to **co-lead groups at your facility beginning the week of SEPTEMBER 27TH and ending LATE NOVEMBER/EARLY DECEMBER**. Students are expected to spend **1-2 hours/week** at the agency (depending upon planning/supervision arrangements) for **EIGHT weeks**. If known, indicate the member age/type of group needed.

NAME OF AGENCY:_____

ADDRESS:_____

CONTACT PERSON:_____

PHONE:_____ **FAX:**_____

EMAIL:_____

DAYS/TIMES FOR POSSIBLE GROUPS (please indicate if you have specific or preferred times):

MONDAY:_____

TUESDAY (afternoon-evening only):_____

WEDNESDAY (afternoon-evening only):_____

THURSDAY (afternoon-evening only):_____

FRIDAY:_____

NUMBER OF PAIRS YOU CAN ACCEPT _____

STUDENTS' SUPERVISOR(S) (if known): _____

Please return by MAY ^{3rd} 2004 to:

Mary Alicia Barnes,
Fieldwork Coordinator
Tufts University-BSOT; Medford MA 02155.
FAX: 617-627-3808

THANK YOU!

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

**COMMUNITY BASED SERVICE LEARNING
GROUP PRACTICE LEVEL I FIELDWORK CONFIRMATION**

September 3rd, 2004

Anne Smith
Boys & Girls Club
230 Boston St
Boston, MA 02127

Group Level I Fieldwork Confirmation for:

Dear Anne:

You should be hearing from our students in the next few days regarding their Spring 2004 Level I Community Based Group Fieldwork. This Level I fieldwork consists of an initial orientation period at your facility during the weeks of February 2nd-February 13th, 2004 followed by **a weekly group series beginning in mid February and ending on or before April 16th 2004.**

To facilitate your working most effectively with our students in this important educational opportunity, some helpful points are outlined below:

ORIENTATION SITE VISIT:

Our students should be contacting you to schedule a site visit for a 1-2 hour orientation meeting and needs assessment **during the weeks of February 2nd-February 13th, 2004.** The overall purpose of this visit is to learn about the community context in which they will apply their learning about group theory to real life practical situations.

DURING THIS TIME IT IS EXPECTED THAT STUDENTS WILL:

- learn about the agency's mission, philosophy, and policies,
- identify members' ages, cultural backgrounds and issues or needs,
- discuss the agency needs, expectations, and perspective,
- determine the day of week, time of day, and location of group,
- clarify their anticipated needs as group leaders, re:
 - information about group members
 - available materials or site resources (i.e., reimbursement for supplies, distribution of flyers/posting notices re: group)
- identify their educational goals/objectives for this experience,
- meet the prospective group site supervisor,
- discuss/determine the amount of and structure for any on site supervision or contact,
- confirm plans, re: follow-up (date/time) meeting and tentative group start date

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Follow-up Meeting

The students should schedule a follow up meeting with you to take place prior to the start of their group series. At this meeting students can discuss their plans for running a six to eight week group series (pending logistics such as holidays, snow days, agency/member needs, etc.). During the group series, the students should be spending a maximum of 2 hours per week at your site. Included in this time would be group planning/set-up, running the group, clean up, and time for processing or supervision.

Supervision and Feedback

It is important that the site supervisor clarifies with BSOT students what is realistic to expect regarding the supervisor's availability. Ideally, it would be helpful if the site supervisor could:

- provide up to date information regarding group members
- give ongoing feedback about the group as needed
- briefly process the group and discuss any issues/problems.

Your feedback is a valuable aspect of the experience to support our students' learning and facilitate our goal of providing quality services to your agency. Therefore, we ask that you clarify the amount and type of direct supervision and/or feedback available (group observation(s), formal meeting vs. informal check-ins, face to face or via phone/email).

I have enclosed a ***BSOT Guide for Community Site Level I Supervisors*** and our formal evaluation tools used to provide feedback. During your final meeting with our students at the end of the group series, please review the feedback on the forms provided, cosign, and return to BSOT in the enclosed self addressed stamped envelope.

Level I Professional Development Monitor (PDM)

This form is to be completed by site supervisor to provide individualized feedback to each student leader during a scheduled termination session. Please rate only those items you feel apply.

Student Evaluation of Level I Fieldwork Community Group Site

This form is to be completed by the BSOT students prior to the scheduled termination session and shared with site supervisor during that final meeting.

Please feel free to email (mary.barnes@tufts.edu) or call me at 617-627-5960 if you have any questions or concerns. The best times to reach me are Monday, Tuesday, Thursday, and Friday, 10:00-6:00, however you can leave a message anytime. I look forward to continuing to work with you in this valuable collaborative process.

Sincerely,

Mary Alicia Barnes, OTR/L, Fieldwork Coordinator

TUFTS UNIVERSITY DEPARTMENT OF OCCUPATIONAL THERAPY

**TUFTS -BSOT LEVEL I FIELDWORK
OTS 219 COMMUNITY BASED GROUP ASSIGNMENT**

STUDENT NAME:

FACILITY:

Boys & Girls Club
230 Boston St
Boston, MA 02127

CONTACT PERSON: Anne Smith

PHONE#: 617-628-4665 cell: 617-828-4585

EMAIL: anne.smith@bgc.org

CO-LEADER:

SPECIAL COMMENTS:

Please contact the agency as soon as possible to schedule an orientation meeting. If you have any questions, feel free to contact me. I am here Monday, Tuesday, Thursday, and Friday. You can call me at 617-627-5960, email me @ mary.barnes@tufts.edu, or leave me a note in my box.
Mary Alicia Barnes, Fieldwork Coordinator

TUFTS–BSOT COMMUNITY BASED LEARNING SUPERVISOR’S GUIDE

Our students view you as a role model for professional behavior. Your time with our students is a valuable resource. It is important that the students see you as approachable and interested in helping them to feel comfortable in your setting. Sharing your interest in and commitment to working in the community to make a difference in the lives of others is greatly appreciated.

TIPS to help students get the most out of this educational experience:

- ◆ Present clear explanations & expectations
- ◆ Provide supervision as needed
- ◆ Use constructive feedback to address weaknesses
- ◆ Provide positive reinforcement for strengths
- ◆ Encourage questions
- ◆ Facilitate problem-solving skills
- ◆ Encourage self-directed learning (refer to other persons, books, references, etc.,)
- ◆ Projected a positive attitude toward other staff & students

GROUP SERIES WRAP-UP/FEEDBACK EXCHANGE

Upon conclusion of the group series offered by the students, we ask that time be set aside for a formal meeting to discuss and exchange feedback.

This meeting should occur on or before April 16th 2004. Please allow **25–30 minutes** for this discussion.

FEEDBACK FORMS

Please review feedback on the following forms with students and **co-sign**:

- ☞ ***Professional Development Monitor (PDM)***: Prior to the final meeting, supervisors should complete a form for each student, rating individual student performance. Students are also expected to self assess their performance on a copy of the form to compare/contrast their perceptions with their supervisor’s. Please return top 2 copies of pink **PDM** in enclosed SASE **no later than April 19th 2004**. Students should retain the bottom copy to attach to course assignment.
- ☞ ***Student Evaluation of Community Site***: *Students should complete this form prior to the meeting for feedback exchange. Student should retain original.*

THANK YOU FOR YOUR TIME AND EFFORTS!