

2014

HOCS 401 Transformative Nature of Occupation

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HOCS 401: Transformative Nature of Occupation Spring 2014

Course Syllabus

FACULTY: Stacia Galey, BS, OTR/L

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OFFICE HOURS: Wednesday 10:00-11:00 by confirmed appointment

COURSE SCHEDULE: Wednesday 8:00-9:50 - 01/02 (Lecture); 11:30-1:00pm – Section 01 (Lab);
1:00-2:30pm – Section 02 (Lab)

ROOM: Cohen room 187 (Lecture); Cohen room 24 (Lab)

CREDIT: 3.0

COURSE DESCRIPTION:

Course focus is on development of intrapersonal skills to lay the foundation for interpersonal communication skill development. Intrapersonal skills include self-awareness, communication, confidence, and assertiveness. Interpersonal communication skills include those involved in being both a member and a leader of small and large groups. Along with these is the ability to understand and apply principles related to group process and group dynamics. The ultimate aim is to develop individual and group-related skills needed to be an effective change agent.

“Transformative”: Students are transformed in 2 ways: (1) development of intrapersonal skills; and (2) development of interpersonal communication skills.

“Occupation”: Two tiers: (1) exploration and development of self; and (2) development of group-related skills (membership & leadership)

ABBREVIATED PROGRAM MISSION STATEMENT:

The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

ABBREVIATED PROGRAM PHILOSOPHY STATEMENT:

We believe:

- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Meaningful occupations shape human beings and provide a bridge to health and wellness.
- Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

Furthermore, our student centered focus on learning is driven by our belief that students are self-directed, active learners who construct their own knowledge in authentic contexts.

The sequence of our curriculum is based upon a developmental model that builds knowledge and skills to form competent, caring & ethical practitioners.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- ◆ Engages in innovative approaches to problem solving
- ◆ Facilitates student growth in mind, body, spirit
- ◆ Fosters reflective lifestyle; inner growth, self-exploration, self-identification
- ◆ Fosters opportunity to identify personal needs and develop goals
- ◆ Develops intellectual skills for a full life in the human community

RELATIONSHIP TO CURRICULUM DESIGN:

- ◆ Provides an educational experience leading to competency as an occupational therapist
- ◆ Promotes students' personal growth
- ◆ Prepares student to become change agent
- ◆ Develops valuable life skills related to communication and service provision
- ◆ Promotes student learning that is contextual and experiential
- ◆ Involves participation in occupations that are transformative
- ◆ Prepares for roles of clinician and team member
- ◆ Demonstrates practice of self-reflection

COURSE OBJECTIVES:

Upon successful completion of the course, the student will demonstrate competence in the following:

Course Objective	ACOTE Standard B (2011)	Course Evaluation Method (#)	ACOTE Assessment Measure
1. Participate in class discussions and activities demonstrating professional behavior in preparation of role as future occupational therapist	9.6	#1	8-participation
2. Explain the education system of service delivery and map the community model of service delivery including health care provisions	6.1	#2, #3, #7	1, 3
3. Demonstrate insight into development of individual and group intrapersonal communication skills as well as growth in these skills	9.6	#1, #4, #5	1, 7
4. Demonstrate insight into development of individual and group interpersonal communication skills and growth in these skills	9.6	#1, #4, #5	1, 7
5. Articulate key concepts of group process & dynamics	5.4	#3, #7	3
6. Select & administer pre/post measures of group performance	4.2, 5.30	#5	1, 7
7. Design and apply the seven steps involved in planning for and leading a group	5.3, 5.4	#3, #5, #7	1, 3, 7
8. Evaluate group leadership effectiveness by including components of therapeutic use of self when leading groups and when observing others lead groups	5.7	#1, #7	5
9. Articulate & adhere to ethical standards related to course activities	9.1	#5	1

10. Promote the use of community support groups describing their group dynamics and supportive role in a client's natural environment and the resultant potential influence on performance and participation	5.17	#4	1
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Key to ACOTE Assessment Measure: 1 Assignment; 2 Lab Test; 3 Objective Test; 4 Essay Test; 5 Project; 6 Presentation; 7 Demonstration; 8 Other - specify

REQUIRED TEXT:

Forsyth, D. R. (2014). *Group dynamics* (6th ed.). Belmont, CA: Wadsworth, Cengage Learning.

REQUIRED READINGS:

American Occupational Therapy Association. (2004). Occupational therapy services in early intervention and school-based programs (2004). *American Journal of Occupational Therapy*, 58 (6), 681-685.

Bazyk, S. (2006). Creating occupation-based social skill groups in after-school care. *OT Practice*, 11(17), 13-18.

Cole, M. B. (2012). *Group dynamics in occupational therapy* (4th ed.) (pp. 1-22). Thorofare, NJ: Slack.

Ellis, C. P. (1980). C. P. Ellis. In S. Terkel, *American dreams* (pp. 200-211). New York: Pantheon Books.

Gongwer, T. (2010). *Lead...For God's sake*. Carol Stream, IL: Tyndale House.

Jacobs, et. al. (2003). Top 10 ways to be a leader. *OT Practice*, 8 (13), 10-14.

Stewart, D. et al. (2003). The person-environment-occupation model. In E. G. Crepreau, E. S. Cohn, & B. A. Boyt Schell (Eds.), *Willard & Spackman's Occupational Therapy* (10th ed.) (pp. 227-233). Philadelphia: Lippincott Williams and Wilkins.

REQUIRED VIDEO:

"Class Divided" Frontline presentation

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>

RECOMMENDED READINGS:

American Occupational Therapy Association. (2008). Occupational therapy practice framework: Domain and process (2nd ed.). *American Journal of Occupational Therapy*, 62(6), 625- 683.

Berger, K. (2005). *The developing person throughout the life span* (6th ed.). New York: Worth Publishers.

Bowditch, J. L., & Buono, A. F. (2005). *A primer on organizational behavior* (6th ed.). Hoboken, NJ: John Wiley and Sons.

Brown, R. (2000). *Group process: Dynamics within and between groups* (2nd ed.). Malden, MA: Blackwell Publishing.

Christiansen, C. H., & Baum, C. M. (2005). Person-environment-occupation-performance: An occupation-based framework for practice. In C. H. Christiansen, C. M. Baum, & J. Bass-Haugen (Eds.). *Occupational therapy: Performance, participation, and well-being* (3rd ed.) (pp. 243-261). Thorofare, NJ: Slack.

Corey, M. S., & Corey, G. (2002). *Groups: Process and practice* (6th ed.). Australia: Brooks/Cole Wadsworth Group.

- Cronin, A., & Mandich, M. (2005). *Human development and performance throughout the lifespan*. Australia: Thomson Delmar Learning.
- Davidson, D. A. (1998). *Making connections with others: A handbook on interpersonal practice*. Bethesda, MD: American Occupational Therapy Association.
- Davis, C. M. (1998). *Patient practitioner interaction: An experiential manual for developing the art of health care* (3rd ed.). Thorofare, NJ: Slack.
- Danto, A. & Pruzansky, M. (2011). *1001 Pediatric Treatment Activities: Creative Ideas for Therapy Sessions*. Slack Incorporated.
- Fox, L. D., Rejeski, W. J., & Gauvin, L. (2000). Effects of leadership style and group dynamics on enjoyment of physical activity. *American Journal of Health Promotion, 14* (5), 277- 83.
- Harris, T. E., & Sherblom, J. C. (2005). *Small group and team communication* (3rd ed.). Boston: Allyn and Bacon.
- Jacobs, D. (2002). *Interpersonal psychology: communicating effective people skills* (2nd ed.). Dubuque, IA: Kendall/Hunt Publishing.
- Johnson, D. W., & Johnson, F. P. (2003). *Joining together: Group theory and group skills* (8th ed.). Boston: Allyn and Bacon.
- Jonsdottir, H., Jonsdottir, G., Steingrimsdottir, E., & Tryggvadottir, B. (2001). Group reminiscence among people with end-stage chronic lung disease. *Journal of Advanced Nursing, 35*(1), 79.
- Kasar, J., & Clark, E. N. (2000). *Developing professional behaviors*. Thorofare, NJ: Slack.
- Navarra, J., Lipkowitz, M. A., & Navarra, J. G. (1990). *Therapeutic communication: A guide to effective interpersonal skills for health care professionals*. Thorofare, NJ: Slack.
- Nelson, D. L., & Quick, J. C. (2006). *Organizational behavior: Foundations, realities and challenges* (5th ed.). Australia: Thomson Southwestern.
- Northouse, P. G. (2004). *Leadership: Theory and practice* (3rd ed.). Thousand Oaks, CA: Sage.
- Santrock, J. W. (2004). *Life-span development* (9th ed.). Boston, McGraw Hill.
- Tucker, M. L., McCarthy, A. M., & Benton, D. A. (2002). *The human challenge: Managing yourself and others in organizations* (7th ed.). Upper saddle River, NJ: Prentice Hall.
- Van Servellen, G. (1997). *Communication skills for the healthcare professional: Concepts and techniques*. Gaithersburg, MD: Aspen Publishers.
- ACTIVITY BIBLIOGRAPHY:**
- Blose, D. A., & Smith, L. L. (1995). *Thrifty nifty stuff for little kids: Developmental play using home resources*. Tucson, AZ: Communication Skill Builders.

- Cohen-Posey, K. (1995). *How to handle bullies, teasers and other meanies: A book that takes the nuisance out of name calling and other nonsense*. Highland City, FL: Rainbow Books.
- Fluegelman, A. (Ed.). (1976). *The new games book*. Garden City, NY: Dolphin Books/Doubleday.
- Fluegelman, A. (1981). *More new games*. Garden City, NY: Dolphin Books/Doubleday.
- Haldy, M., & Haack, L. (1995). *Making it easy: Sensorimotor activities at home and school*. Tucson, AZ: Therapy Skill Builders.
- Jones, A. (1998). *104 activities that build: Self-esteem, teamwork, communication, anger management, self-discovery, coping skills*. Richland, WA: Rec Room Publishing.
- Kaufman, G., Raphael, L., & Espeland, P. (1999). *Stick up for yourself: Every kid's guide to personal power and positive self-esteem*. Minneapolis, MN: Free Spirit Publishing.
- Kornblum, R. (2002). *Activity book - Disarming the playground: Violence prevention through movement and pro-social skills*. Oklahoma City: Oklahoma.
- Kornblum, R. (2002). *Training manual - Disarming the playground: Violence prevention through movement and pro-social skills*. Oklahoma City: Oklahoma.
- Kranowitz, C. S. (2003). *The out-of-sync child has fun: Activities for kids with sensory integration dysfunction*. New York: Berkley Publishing Group.
- LeFevre, D. N. (2002). *Best new games: 77 games and 7 trust activities for all ages and abilities*. Champaign, IL: Human Kinetics.
- Moser, A., (1988). *Don't pop your cork on Mondays!: The children's anti-stress book*. Kansas City, MS: Landmark Editions.
- Moser, A., (1991). *Don't feed the monster on Tuesdays!: The children's self-esteem book*. Kansas City, MS: Landmark Editions.
- Orlick, T. (1982). *The second cooperative games book*. New York: Pantheon Books.
- Scheerer, C. (1997). *Sensorimotor groups: Activities for school and home*. San Antonio, TX: Therapy Skills Builders.
- Williamson, G. G. (2002). *Promoting social competence*. San Antonio, TX: Therapy Skill Builders.
- Witoski, M. (1992). *It's not just a parachute: Activities for children of all abilities*. Tuscon, AZ: Therapy Skill Builders.

COURSE POLICIES:

ACADEMIC HONESTY

As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. At minimum, instances of plagiarism will result in a score of "0" on the assignment. As noted in the University catalogue, students found to be in violation of the Academic Honesty

Policy may receive an “F” for the course and may be considered for expulsion from the University. Definitions of cheating, plagiarism, and collusion are as follows (*taken from XU OT Student Handbook, Spring 2014):

- A. “Cheating” includes, but is not limited to:
1. Use of unauthorized assistance in taking quizzes, tests, or examinations.
 2. Dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments.
 3. The acquisition, without permission, of tests or other academic materials belonging to a member of the faculty or staff.
 4. Fabrication or falsification of documentation or data.
 5. Deception for the purpose of academic gain.
- B. “Plagiarism” includes, but is not limited to:
1. The use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement on any course assignment.
 2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
 3. Active/intentional and/or unintentional/passive use of another’s material or thoughts.
 4. Self-plagiarism: “. . . occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from all professors involved . . . Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous permission from both professors.” (Retrieved from <http://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml>)
- C. “Collusion” includes, but is not limited to:
1. Collaboration with another person or persons for the purpose of engaging in acts which constitute academic misconduct as defined above; or
 2. Conspiring with another person for the purpose of aiding, abetting or contributing in a secondary way to an act of academic misconduct committed by another person as defined above.
 3. A student allowing access to his/her independent work, which is then misused by the second student, will be guilty of collusion even if the work is used without the first person’s knowledge.

ACCOMODATIONS

A student, who has a documented disability that requires accommodations in a classroom setting, must register with the Learning Assistance Center (LAC) before accommodations will be made. The first step of this process is to contact the Learning Assistance Center at (745-3280) on the Fifth floor of the Conaton Learning Commons, room 514, to coordinate reasonable accommodations. Documented and agreed-upon accommodations will be implemented only after a student meets with the professor and the professor signs the LAC form.

ATTENDANCE POLICY

Class attendance will be noted and documented for review in final grade calculation. Promptness for class is expected, as late arrivals or early departures cause disruption to the instructor and to the group process. Three unexcused late arrivals or early departures (a tardy or late arrival is defined as student entering the classroom after the professor has started class; an early departure is defined as leaving class prior to the specified end time) will be treated as an unexcused absence. Lab and lecture are considered two distinct and separate entities. Five percentage points will be deducted from the final grade for the second and any additional unexcused absence(s) incurred; unexcused absences include but are not limited to vacations, wedding, and funerals outside the immediate family. Excused absences include but are not limited to death of immediate family member, personal or dependent’s serious illness or injury, natural disasters. Verification of an excused absence is required and

must be received within 5 business days of the date of absence. Students missing a scheduled class session are responsible to obtain any handout material or information presented from their peers. Any student missing more than 2 class sessions (excused or unexcused) may be required to repeat the course.

BLACKBOARD

The following items are/will be posted on Blackboard: Course syllabus with assignment grading criteria forms and PowerPoint presentations.

ELECTRONIC MEDIA USAGE

As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic distractions and text messaging are not permitted during class. Exceptions maybe approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have your cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class related purposes only. Classroom activities may be recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor's permission, but may not be further copied, distributed, published or used for any purpose.

E-MAIL ACCOUNTS

All students are required to use the Xavier portal email account. It is the responsibility of the student to check this email on a daily basis for course and department communications.

ESSENTIAL FUNCTIONS

To pass this course students must meet all expectations, with or without LAC generated and instructor approved accommodations, that might arise in this class as identified on the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document.

GRADE DISCREPANCY POLICY

After verbal discussion with instructor to obtain reasoning for initial grade, any student who feels the grade received from the class instructor is in error (rather than due to difference of opinion) may request the grade be reconsidered. To do so, a written statement of 150-500 words in length regarding the area of discrepancy needs to be submitted to the course instructor. Such a statement needs to include documented and sound justification including referenced material. All requests must be received within 5 business days of assignment return and resolved no later than the last class day of the semester (May 2, 2014). Verbal requests for change of grade consideration will not be considered.

GRADE "ROUNDING UP" POLICY

Grades for assignments and exams will be calculated out three decimal points and trimmed to two (e.g. 88.676 will become 88.67). Upon calculation of the final score, all grade percentages will be weighted as indicated and added together. At that time, and only at that time, grades will be rounded up to the nearest whole number (e.g. 92.56% will be rounded to 93%; 84.51 will be rounded to 85%). A grade lower than 0.5 of a percentage point will not be rounded up e.g. 92.49% will not be rounded up. In such a case the final percentage grade will be 92%.

ON-LINE SOCIAL NETWORKING

On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another's site. Make every effort to present yourself as mature, responsible, and professional. For further

details see the advisory opinion published by the American Occupational Therapy Association's Ethics Commission at: Estes, J., & Cheny, L. (2010). On-line social networking: Advisory opinion. In D. Slater (Ed.) *Reference guide to occupational therapy code of ethics and ethics standards* (pp. 213-217). Bethesda, MD: AOTA Press.

PROFESSIONAL BEHAVIOR

Professional behavior is expected within the classroom as well as with communications and interactions outside of the classroom. Students are expected to attend classes; arrive on time (i.e. be seated with class materials available at the start of class); actively participate in class discussions; avoid participation in side conversations during class; stay in the room while class is in session; and, accept responsibility for actions.

RETURN OF GRADED ASSIGNMENTS

Graded assignments will normally be returned within one week after turn-in.

TIMELY SUBMISSION OF ASSIGNMENTS

Students are expected to complete assignments in a timely manner. Assignments are due on the date specified and must be turned in by class start time (8:00am). Assignments turned in after the due date will result in an automatic reduction of ten percentage points for each day late. Emailed assignments will be considered turned in at the date and time which the instructor emails confirmation of successful opening, downloading, and copying of the same.

GRADING SCALE

A	B	C	D	F
93-100	85-92	77-84	76-69	68 and below

EVALUATION METHODS

- 10% 1). Class Participation (ACOTE assessment measure #8: participation)
- 01% 2). Submission of Support Group Selection (ACOTE assessment measure #1)
- 18% 3). Midterm exam (ACOTE assessment measure #3)
- 20% 4). Support Group Observation (ACOTE assessment measure #1)
- 20% 5). Group Leadership Plan and Evaluations (ACOTE assessment measure #1 and #6)
- 09% 6). Reflection (ACOTE assessment measure #1)
- 22% 7). Final exam (ACOTE assessment measure #3)

ASSIGNMENT DESCRIPTIONS

1. Class Participation

Each student is expected to contribute to class discussions and activities in a way that is meaningful, noticeable, and measurable. Weekly, participation can be tracked via use of self-report on index cards or other means. At midterm and final each student will complete a self-report that includes a rubric score (see grading criteria) and a paragraph critique of his/her class contributions to date. The final grade will be determined by the instructor with consideration of student input.

2. Submission of Support Group Selection

Each student must ensure all checklist criteria have been met, and detail intended plans (name, date, location of support group) by date specified in syllabus. See grading criteria. Proceed with this observation only after first obtaining instructor approval.

3. Midterm Exam

Each student will complete an objective midterm exam.

4. Support Group Observation

Partner with a classmate(s), select a health-related support group that includes discussion among members (vs. presentation style only), and communicate choice to instructor. Proceed only after instructor approval, which will be granted based on the avoidance of duplication. Collaboratively make arrangements to attend and observe the approved support group. Write one report with your partner(s) on your observations of the support group using the written paper grading criteria as a guideline. *Submit this one report with signed/dated feedback (use legal signature) for each person in your group, attached as separate pages. See grading criteria.*

- Use the name you used to register for courses at Xavier University as your legal signature.
- See syllabus page 21 for a script to assist you when you make contact with a support group to arrange the observation
- Wear Departmental-approved professional attire when you attend the support group (see syllabus page 21).

5. Group Leadership Plan and Evaluations

As a student you will be assigned to a group of 3 or 4 peers. As part of this assigned group, plan and lead one group session (session 2, 3, 4, or 5) for K-1 grade children at Evanston Academy Elementary School. Your peers will serve as assistants. Prior to leading your session, using the outline headers, write a plan for the group using the *Group Session Plan*. Immediately after leading group, complete a self-reflective assessment of your leadership skills using the *Leader Self-Assessment* form. Additionally, collect from your peer group members their assessment of your leadership skills using the *Leadership Evaluation* form. Submit to instructor all components together in the order listed above immediately following your group session. See grading criteria.

- Evanston Academy Elementary School
1835 Fairfax Avenue
Cincinnati, OH 45207
513-363-2700
- See syllabus page 21 for Evanston Academy schedule and for professional dress guidelines.

6. Reflection Paper

Upon completion of the 6th Evanston Academy group session write a *Reflection Paper* critiquing the entire process, outcome, and resultant learning obtained from the group sessions that ends with a numbered list of 3 “take-home” or learning points. Limit one-page. See grading criteria.

7. Final Exam

The objective final exam will mostly cover from midterm on; yet, approximately one-quarter to one-third of the questions will be cumulative.

With all assignments, deductions from grade will be made for grammar and spelling errors, for writing that is rambling, disorganized, or confusing, and for failure to follow instructions. If you are uncertain about instructions, please ask.

COURSE SCHEDULE:

Note: Schedule is tentative and subject to change per instructor discretion.

Date	Topic	Required Readings
W, Jan 15	Introduction Review of Syllabus and Assignments Select a partner for Support Group Project <i>Lab sessions do not meet this week</i>	
W, Jan 22 Jan. 22	Definition of Groups Types of Groups Benefits and Risks of Groups <i>Professional Development Lab #1</i> <i>Self-Awareness, Values, Professional Behavior</i>	F - Chps. 1, 3, 4, 16 (pp. 541-554)
W, Jan 29 Jan. 29	Leadership Development Leadership Styles Support Group Selection Due <i>Professional Development Lab #2</i> <i>Assertive Behavior</i>	F – Chp. 9 Jacobs et al. pp. 10-14
W, Feb 5 Feb 5	7-Step & 3-Segment Process Planning/Conducting a Group Group Leadership Assignment <i>Guest Speaker – Personality Inventory</i>	Cole – Chp. 1 Bayzk article
W, Feb 12 Feb. 12	Educational Service Delivery Model PEO Model Introduction to Evanston Academy Introduction to OTA Program <i>Professional Development Lab #3</i> <i>Giving/Receiving Feedback Professional</i>	AOTA – (pp. 681-685) Stewart et al. – (pp. 227-233) F – Chp. 15
W, Feb 19 Feb. 19	Preparation for Evanston Academy Theory/Purpose/Rational/Goals Norms/Roles <i>Development Lab #4</i> <i>Displaying Confidence/Leadership Professional</i>	F – Chp. 6, 7 Activities Bibliography Assessment Bibliography
W, Feb 26 Feb. 26	Guest Lecturer – Ms. Hill-Simmons (Evanston Academy) Developing Prosocial Behavior Selecting Assessments & Activities Support Group Assignment Due <i>Development Lab #5</i> <i>Practice Group for Evanston Academy</i>	F – Chps. 2, 3
W, Mar 5	Spring Break – No Class	
W, Mar 12 Mar. 12	Conflict Resolution Behavior Problems and Management Midterm Exam Class Participation Rating due ***** <i>Evanston Academy Week #1 pre-testing</i>	F - Chps. 13, 14

W, Mar 19 <i>Mar 19</i>	Stages of Group Development Safety in Groups All Leadership Plans Due ***** <i>Evanston Academy Week #2</i>	F – Chp. 5
W, Mar 26 <i>Mar 26</i>	Collective Dynamics Discussion of Lead...For God's Sake ***** <i>Evanston Academy Week #3</i>	F- Chp. – 17 Lead...For God's Sake (Gongwer, 2010)
Apr 2 <i>Apr 2</i>	Support Group Re-Cap and Discussion ***** Supernanny discussion & practice <i>no Evanston Academy Week, Spring Break</i>	
W, Apr 9 <i>Apr 9</i>	Power of the Leader Outcomes in Groups Termination of Groups ***** <i>Evanston Academy Week #4</i>	F – Chps. 8, 16 (pp. 494-497)
W, Apr 16 <i>Apr 16</i>	Working in Teams Decision Makers ***** <i>Evanston Academy Week #5</i>	F – Chps. 10, 11, 12
W, Apr 23 <i>Apr 23</i>	Measuring Outcomes Discussion of “Class Divided” ***** <i>Evanston Academy Week #6, post testing, celebration</i>	“Class Divided” video
W, Apr 30 <i>Apr 30</i>	Group Leadership Experience Debriefing Class Study – “Mock” Test Reflective Paper Due ***** <i>Lab sessions do not meet this week</i>	
W, May 7	Class Participation Rating Due Final Exam – 8:00-9:50am	

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Grading Criteria Form: Class Participation

Each student is expected to contribute to class discussions and activities in a way that is meaningful, noticeable, and measurable. At midterm and final each student will complete a self-report including a rubric score (see below) and a paragraph critique of his/her class contributions to date. The final grade will be determined by the instructor with consideration of student input. Check one number (1-9) in each of the two components. Keep midterm and final self-reports on the same page to avoid point reductions.

Name: _____

Midterm date:

Component	9	8	7	6	5	4	3	2	1
1. Participation in class discussion	Provides insightful comments, questions, clarifies concepts, shares experiences and ideas on topic several times t/o class.			Occasionally provides comments, questions, insights, and shares experiences t/o class.			Seldom participates, very quiet, withdrawn from discussion t/o class.		
Component	9	8	7	6	5	4	3	2	1
2. Interpersonal skills and body language	Alert, interested in lecture/activity, positive facial expressions, good eye contact, appears to be listening.			Occasionally looks bored or uninterested, body language is closed, e.g., hands crossed on chest, flat affect.			Falls asleep in class, has poor body language, rolls eyes, looks bored, uninterested, or distracted.		

Critique of class participation (one paragraph):

Final date:

Component	9	8	7	6	5	4	3	2	1
1. Participation in class discussion	Provides insightful comments, questions, clarifies concepts, shares experiences and ideas on topic several times t/o class.			Occasionally provides comments, questions, insights, and shares experiences t/o class.			Seldom participates, very quiet, withdrawn from discussion t/o class.		
Component	9	8	7	6	5	4	3	2	1
2. Interpersonal skills and body language	Alert, interested in lecture/activity, positive facial expressions, good eye contact, appears to be listening.			Occasionally looks bored or uninterested, body language is closed, e.g., hands crossed on chest, flat affect.			Falls asleep in class, has poor body language, rolls eyes, looks bored, uninterested, or distracted.		

Critique of class participation (one paragraph):



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Grading Criteria Form: 2. Submission of Support Group by Due Date

Each student group self-reports that all checklist criteria have been met, detail your intended plans (name, date, location of support), and obtain instructor approval and initial by date specified in syllabus. See grading criteria below.

Names: _____

Criteria	Met	Not Met
Selection decision was reached collaboratively		
Support group does not duplicate others		
Support group is interactive in nature (vs. presentation of educational material)		
Support group uses format other than 12-step process		

Support Group

Name of group:

Date/time you will attend:

Location of meeting:

Support group leader approved/confirmed this observation:

Support group leader name:

Date and time of confirmation:

Approved
(and initialed)

Not Approved
(and initialed)

HOCS 401 Transformative Occupation Spring 2014/Galey

Grading Criteria Form: Support Group Observation

Write a joint report (with your partner(s)) on your observations of the support group using the criteria below as a guide. Please note item X is written individually so that each partner may provide the other with feedback about his/her professional behavior. Paper must be typed using a size 12 font. Length is limited to 2-3 pages, double-spaced between headers, single-spaced within.

Name: _____ Date: _____

- I. Background information: _____(5 pts.)
A. Group Title/Name
B. Date/Time of observation
C. Date/Time of regularly scheduled meetings
D. Contact person, phone number, email address
E. Number of persons in attendance (if >30 may be an estimate)
- II. Purpose &/or goals of entire group &/or observed group session _____(4 pts.)
(2-3 sentences) Provide general goals for the group you observed. These are not formal objectives but rather broad concepts about the meaning of the group and include who can benefit and/or participate, ex. Clients, families, caregivers, etc.
- III. Summary of group format (1paragraph) _____(5 pts.)
Tell the reader generally what format the meeting followed; ie. were there introductions, open discussion, time for questions, guest speakers, etc. What parts of Coles (2012) 7 step process were included?
- IV. Type of leadership (2 sentences) _____(3 pts.)
Using the formal terms associated with leadership styles in your Cole (2012) text, identify what type you observed and provide details to support your reasoning.
- V. Member roles/norms (Cole, 2012 or Forsyth, 2014) _____(14 pts.)
These sections so not need to be written out in lengthy paragraphs. Bullets can be used to identify specific roles with rationale for why your team made that decision based upon your specific observations
A. Roles (identify specific type and give at least 1 example of each)
1. Task
2. Building and Maintenance, or Relationship
3. Individual
B. Norms (identify and give at least 2 examples of each)
1. Explicit
2. Implicit
- VI. Content observations (Adapted from: H & S, 2001) (1-2 sentences each) _____(10 pts.)
Start each paragraph in this section with the question being asked as a heading. It needs to be clear to the instructor that you have answered all information requested. Single word responses are not acceptable.
A. What were the main topics presented in the discussion?
B. To what degree were there irrelevant ideas and discussion present?
D. To what degree did the members talk about ideas/facts or feelings?
- VII. Process observations (Adapted from: H & S, 1994) (1-2 sentences each) _____(12 pts.)
Start each paragraph in this section with the question being asked as a heading. It needs to be clear to the instructor that you have answered all information requested. Single word responses are not acceptable.
A. Describe the tone of the discussion (ie. friendly, tense, angry, anxious, and conducive to free expression?)

- B. What factors seemed to keep the group from functioning well? (ie. some members were uncomfortable; some couldn't hear because it was noisy; some seemed bored; and some came late, the group was not organized to do the job it was trying to do, side conversations, side groups were formed, communication blocks.)
- E. What factors assisted the group's function?

VIII. Relationship of support groups to enablement of participation.

(1 paragraph, think big picture)

_____ (10 pts.)

IX. Relationship of support groups to your clients and the practice of occupational therapy.

(1 paragraph, think big picture)

_____ (10 pts.)

How do you envision support groups impacting/enhancing/relating to your practice? Provide an introductory statement and four examples.

X. Reflection of collaborative observation/writing experience specifically addressing professional behavior of partner(s). Identify strengths. Follow concern(s) with recommendation(s). (Write in first person.)

(1 paragraph)

_____ (12 pts.)

XI. Dated, legal signature of partner(s), S/OT, verifying review (place each member's paragraph on a separate page with each page signed/dated by member giving and member receiving feedback.)

_____ (5 pts.)

XII. Writing style (grammar, spelling, punctuation, organization)

_____ (10 pts.)

Note: Items I.-IX. need to be written as a joint report. Item X. needs to be written individually for each member of the team. Upon completion of all ten items and after each partner has reviewed the other person's reflective comments, the signature of each future practitioner needs to accompany the report (each copy needs to be dated, signed and placed on the same page with item X.). The individual pages containing item X need to be attached to the joint report.

Comments:

References:

Cole, M. B. (2012). *Group dynamics in occupational therapy: The theoretical basis and practice application of group treatment* (3rd ed.). Thorofare, NJ: Slack.

Howe, M. D. & Schwartzberg, S. L. (2001). *A functional approach to group work in occupational therapy* (3rd ed.). Philadelphia, PA: Lippincott.



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Grading Criteria Form: 5. Group Leadership Plan and Implementation

Submit to instructor all three parts to this assignment. 1). *Group Session Plan*; 2). *Leader Self-Assessment* form; 3). *Leadership Evaluation* forms (collected from each of the other 2-3 group members). The Group Session Plan must be typed.

Name: _____ Date: _____

Name of group: _____

Assigned group session (circle one):

2 of 6 3 of 6 4 of 6 5 of 6

I. Group Session Plan

- 1. Purpose of session (select from protocol) _____ (1 point)
- 2. Goals of group
(select 2-3 from protocol to work on during this session) _____ (1 point)
- 3. Title of session _____ (1 point)
- 4. Timeline of session (brief) _____ (2 points)
- 5. Supplies and equipment needed (how much/many?) _____ (2 points)
- 6. Description of group
 - Introduction (warm-up, expectations, purpose, etc.) _____ (10 points)
 - Activity (describe activity including how activity relates to selected session goals/directions for 2-3 activities) _____ (15 points)
 - Sharing (questions to ask w/ expected response) _____ (2 point)
 - Processing (questions to ask w/ expected response) _____ (3 points)
 - Generalizing (questions to ask w/ expected response) _____ (5 points)
 - Application (questions to ask w/ expected response) _____ (5 points)
 - Summary (review, homework, thanks, etc.) _____ (3 points)

Subtotal	_____ (50 points)
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II. Leader Self-Assessment form

1. Total score _____ (5 points)
2. Three strengths identified _____ (10 points)
3. Two areas of improvement noted _____ (10 points)

Subtotal _____ (25 points)

III. Leadership Evaluation form

(It is the leader's responsibility to make certain that feedback is complete, signed and dated by reviewer)

1. Average of scores from peers _____ (5 points)
2. Two strengths identified _____ (10 points)
3. One area of improvement noted _____ (10 points)

Subtotal _____ (25 points)

Total _____ (100 points)

Comments:

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Grading Criteria Form: 5. Group Leadership Plan - Leader Self-Assessment

Leader Name: _____ Date: _____

	Poor 3 points	Average 4 points	Excellent 5 points
1. The group was well-planned and I was well-prepared to lead it.			
2. I felt confident, enthusiastic, and knowledgeable while leading this group.			
3. I was sensitive to/met both group and individual needs.			
4. I managed group dynamics effectively.			
5. I feel I am more skilled in group leadership than I was at the beginning of this semester.			
Total points (out of 25)			
Total percentage			

Notable strengths I exhibited (must include 3-5)

Areas I need to improve (must include 2-4)

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Grading Criteria Form: 5. Group Leadership - Evaluation

Leader Name: _____ Date: _____ Time: _____

Group Title: _____

_____ Introduction (15 points)

- Introduced self & helpers
- Explained purpose &/or goals
- Reviewed rules
- Reminded of rewards/consequences

_____ Activity (20 points)

- Prepared adequately
- Directed activities clearly
- Practiced pro-social behaviors
- Managed behavior
- Monitored safety
- Interacted positively with children

_____ Sharing (5 points)

- Reviewed what children did

_____ Processing (5 points)

- Reviewed how children felt, what they liked

_____ Generalizing (10 points)

- Reviewed what children learned

_____ Application (10 points)

- Reviewed what/how/where children will use

_____ Summary (15 points)

- Reviewed behavior
- Thanked group
- Reminded children regarding homework and next week
- Ended group on time

_____ Total Leadership Score (out of 80 points possible)

Reviewer's legal signature _____ Date _____

Modified from: Cole, M.B. (2005). Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention (3rd ed.). Thorofare, NJ: Slack.

Identification of one strength:

Identification of one area for improvement:

Identification of one strength:

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Grading Criteria Form: 6. Reflection Paper

Write a *Reflection Paper* critiquing the process, outcome, and resultant learning obtained from the group sessions at Evanston Academy, ending with a numbered list of 3 “take-home” or learning points. Limit one-page. (12 font, may be single spaced with double space between paragraphs, no cover page)

Name: _____ Date: _____

1. Reflection is thorough and insightful _____ (10 points)
2. Reflection comments on the process and outcome of the group sessions _____ (20 points)
3. Reflection evidences relationship to 3 learned concepts of group dynamics/process. (Identify three learned concepts and give specific Evanston Academy example for each.) _____ (30 points)
4. Reflection is organized and grammatically correct _____ (10 points)
5. Reflection includes 3 “take-home” points (different from points made in #3. above) _____ (30 points)

Subtotal	_____ (100 points)
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Script for inquiring about attending a support group meeting:

Hello. My name is _____ and I'm a student at Xavier University studying to become an occupational therapist. I am currently taking a course on group process and group dynamics. As part of this study, I am required to attend a support group meeting with a (or 2) student partners, after which we will write a paper to show our knowledge of the importance of support groups and group dynamics for helping people gain knowledge and change behaviors.

No support group participant will be identified in this paper, and confidentiality will be respected and strictly observed. This activity will contribute to my knowledge of support groups, so that as a future occupational therapist I will refer to and encourage my patients to participate in appropriate support groups. Would it be possible for me and another student partner to observe your support group?

Include similar information if using "talking points".

- Student at Xavier University
- Studying to be an occupational therapist
- Class on group processing
- Looking for two to three students to come and attend a group to then write a paper about the importance of support groups

Whatever the decision, thank the person on the phone for considering your request.

Professional Dress for Evanston Academy Groups and Support Group Meeting:

Name badge

XU polo shirt (layers underneath as weather dictates)

Khaki-colored pants (dress pants; no jeans, no cropped pants, no shorts)

Shirts tucked into pants

Belt if pants have belt loops

Shoes with closed toe and back (clean sneakers are OK)

Socks

Long hair pulled back/up and away from face

No dangling earrings; no fussy jewelry

When you are the group leader you will need a wristwatch for monitoring session time - You cannot use your cell phone for this

Tentative schedule for Evanston Academy Groups:

LAB 01 (LAB 02)

11:15 -11:30 (12:45-1:00) Remove/place chairs in room; please come early if you can

11:30-11:40 (1:00-1:10) Preparations (leaders prepare helpers, organize materials, etc.)

11:40-12:20 (1:10-1:50) Groups

12:20 (1:50) Children return to their classrooms

12:20-12:30 (1:50-2:00) Return chairs to original placement

12:30-1:00 (2:00-2:30) XU student processing time (at Evanston Academy)