

Cognitive Group Session Outline

Group title: OTP531 Lab Group Cognitive-Behavioral Lesson

Session title: OT Super Sleuths

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Frame of reference: Cognitive-behavioral. According to Cole and Tufano (2008, p.155), the cognitive-behavioral approach has been found to work well with clients who are capable of self-awareness and inductive and deductive reasoning. This frame of reference can be applied to the skills necessary for everyday social interactions (Cole & Tufano, 2008, p.156).

Purpose: The purpose of this one-time group is to expose first-year MOT students to a cognitive group. This group will utilize the seven-step model outlined by Cole (2005), and have the students undertake a fact-finding activity that illustrates how the role of observation can transfer to students' future role as an occupational therapist.

Goal for this session: Clients will discuss the value of keen observation with regard to the specific activity and whether it can be applied to occupational therapy practice.

Rationale: As clinicians, occupational therapists will be called upon to use the skills of observation. They will be presented with facts and opinions, and through their use of evidence-based practice, observation, standardized assessments, experience, and reflection, they will formulate courses of treatment. The goal for this activity is to enable group participants to see how observation skills transfer to all areas of life.

Limitation: This is a one-time group in which members are attending to fulfill an academic requirement.

Outcome criteria: At the end of the group, each participant will be writing a reflection for submission to the course professor.

Group membership and size: This will be a closed group, made up from half the members of lab 1 minus the coordinators of the two groups held on March 3, 2011.

Time and place of meeting: Hopkins house, Bay Path College, Longmeadow, Massachusetts. March 3, 2011 at 3:45 p.m. (The session will be preceded by a 15-minute rationale. The group will run for 60 minutes.)

Format:

1. Introduction—15 minutes
2. Accident or Murder Activity—15 minutes
3. Sharing—10 minutes
4. Processing—5 minutes

5. Generalizing—5 minutes
6. Application—5 minutes
7. Summary—5 minutes

Supplies:

- Story handout
- Blank answer-sheet papers
- Pen/pencil

Format and description:

1. Introduction (15 minutes)
 - a. Warm-up
 - i. Ask each person to please introduce his or herself and briefly tell about the last, or one of the last items, they read that was **not** course related.
 - b. The goal for this session is that participants will discuss the value of keen observation and analysis with regard to the specific activity and whether it can be applied to occupational therapy practice.
 - i. Specifically, the group will participate in a sleuthing activity. They will be presented a story and try to determine what happened.
 - c. Cognitive-Behavioral frame of reference
 - i. Therapist is an advisor. The activity is cognitive. It combines a brain teasing activity and asks participants to evaluate whether any of the skills used could be applied to real world situations.
 - ii. It asks participants to consider what questions they would like to ask for further information.
 - d. The expectation is that all members participate in the cooperative group, think about the activity, and provide individual responses to the activity on an answer sheet.
 - i. The instructions are: Today, we are going to try to determine whether there has been an accident or a murder.
 - ii. Ask one or more people to assist with reading the story.
 - iii. Upon conclusion of the story, please answer individually the questions:
 1. Was it an accident or a murder?
 2. If a murder, who do you think did it?
 3. Provide your reasoning for your answers?
 4. Are there any questions you would like to have asked if you were a member of the police department and, if so, to whom would they be addressed?
2. Activity (15 minutes)
 - a. Hand out stories and papers for answers.
 - b. Begin with a volunteer to read aloud, and move through the group.
3. Sharing (10 minutes)
 - a. Count up and share the answers.
 - b. Is anyone surprised by the answers group participants have given?

- c. Has anything anyone has heard made them change their mind and, if so, why?
 - d. Confirm the answer.
 - e. What did you think of the activity?
 - f. Did you learn anything from the story?
 - g. How did you feel about completing this activity?
 - h. Did you find reading the story aloud helpful, or would have preferred just having the story to read yourself?
 - i. Was there anything in today's activity that could relate to occupational therapy?
4. Processing (5 minutes)
 - a. Ask members to express how they feel about the entire group experience.
 - b. Did you find reading the story aloud helpful, or would have preferred just having the story to read yourself?
 - c. Was there anything in today's activity that could relate to occupational therapy?
5. Generalizing (5 minutes)
 - a. How can a reading and attention (or sleuthing) activity be applied to other tasks?
 - b. When are facts all that matter?
 - c. When do opinions matter?
6. Application (5 minutes)
 - a. Pull together some general principles from the comments.
7. Summary (5 minutes)
 - a. Is there anything you might do as an OT that you might do differently after this activity?
 - b. Apply general principles to real life situations.

References:

- Cole, M. B. (2005). *Group dynamics in occupational therapy: The theoretical basis and practice application of group intervention*. Thorofare, NJ: SLACK Incorporated.
- Cole, M. B., & Tufano, R. (2008). *Applied theories in occupational therapy: A practical approach*. Thorofare, NJ: SLACK Incorporated.