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Client perceptions of occupational engagement provided through life skills groups at the Bear Paw Center: persons with work and/or education goals

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Client Perceptions of Occupational Engagement Provided Through Life Skills Groups at the
Bear Paw Center: Persons With Work and/or Education Goals

A Doctoral Experiential Capstone Project Final Report

Presented to the Faculty of Western New England University

In Partial Fulfillment of the Requirements for the

Entry-Level Doctorate

in

Occupational Therapy

by

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July 2023

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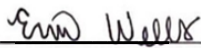
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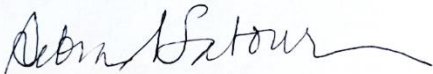
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CLIENT PERCEPTIONS OF OCCUPATIONAL ENGAGEMENT
PROVIDED THROUGH LIFE SKILLS GROUPS AT THE BEAR PAW CENTER:
PERSONS WITH WORK AND/OR EDUCATION GOALS

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Final Report

**Client Perceptions of Occupational Engagement Provided Through Life Skills Groups at
the Bear Paw Center: Persons With Work and/or Education Goals**

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Dr. Erin Wells

Doctoral Experiential

July, 2023

Abstract

Occupational therapy enhances occupational engagement for improved independence and quality of life. This report explores the significance of occupational engagement, its definition, and the evidence-based, client-centered interventions employed by occupational therapists to address work and education outcomes. Occupational therapy interventions encompass adaptive equipment in work settings and support services for students and adults in education. Additionally, workplace modifications and life skills services groups serve adults with disabilities. Group therapy fosters personal changes and life skills development while offering a cost-effective alternative. Implementing pro-bono life skills services in the Springfield area addresses the need for accessible services, while promoting independent living skills and social participation.. However, barriers such as transportation limitations, work commitments, and cultural beliefs may hinder participation. By overcoming these barriers, occupational therapy empowers individuals with disabilities to succeed in work and education.

Keywords: Occupational Engagement, Pro-Bono, Life Skills Groups

Introduction/Background

The proposed pro-bono life skills services at the Bringing Equity, Accessibility, and Rehabilitation to People Achieving Wellness (B.E.A.R. P.A.W.) Center aims to address the unmet needs of individuals with disabilities in Massachusetts, particularly in Springfield, by providing accessible and comprehensive support in and work/education. The community profile revealed a significant percentage of adults with disabilities in Massachusetts facing barriers to employment and education, highlighting the need for interventions that promote independent living skills and enhance overall well-being. By implementing the Person-Environment-Occupation-Performance (PEOP) model, occupational therapy groups can offer transformative opportunities for individuals, empowering them to develop essential life skills, boost self-esteem, and foster a sense of belonging within a supportive community by accounting for intrinsic and extrinsic factors.

There are various barriers within these communities that could limit participation in life skills services. One of the significant challenges is transportation, as individuals with disabilities may have difficulty accessing the B.E.A.R. P.A.W. Center due to limited public transportation options or the inability to drive themselves. Additionally, the availability of participants due to work or other day programs may restrict their ability to attend group interventions during regular hours. This highlights the need for flexible scheduling to accommodate the needs and availability of participants and their caregivers. Cultural beliefs and personal values may also influence participation, as individuals may feel uncomfortable sharing personal stories or experiences in a group setting, potentially hindering engagement.

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To overcome these barriers and ensure the success of the life skills services, the B.E.A.R. P.A.W. Center should consider implementing strategies such as providing transportation assistance, offering flexible scheduling options, and tailoring group activities to be culturally sensitive and inclusive. By creating a welcoming and supportive environment, the life skills services can maximize participation and ultimately empower individuals with disabilities to achieve their goals, enhance their independence, and improve their overall quality of life. Through these efforts, the B.E.A.R. P.A.W. Center can play a crucial role in bridging the gap in care for adults with disabilities in the community.

Doctoral Experiential Project Overview

Literature Review

Occupational therapy is essential for enhancing occupational engagement to improve independence and quality of life. Occupational engagement involves active participation, finding meaning in occupation, subjective experience, identity development, and social interactions (Black et al., 2019). The American Occupational Therapy Association defines it as an individual's ability to engage in occupation based on personal factors like choice, motivation, and meaning, within a supportive context (AOTA, 2020). Occupational therapy employs evidence-based interventions and a client-centered approach to address work and education outcomes (Christiansen et al., 2015).

In work settings, therapists evaluate individuals and provide adaptive equipment to enhance physical, cognitive, and emotional well-being, empowering them to overcome barriers and navigate their environments effectively (Gosselin & Gagnon, 2017). In education, occupational therapy supports students with disabilities through transition services and helps

adults with executive function training, study skills development, and accommodations (Golub-Victor et al., 2020). These interventions promote educational outcomes and empower learners with diverse needs.

Occupational therapy also addresses the unique needs of adults with disabilities in work and education (Nochajski et al., 2020). Interventions like workplace modifications, assistive technology, and ergonomics assessments improve work performance and job satisfaction for adults with physical disabilities. Additionally, participation in life skills services groups fosters personal changes, self-esteem, interpersonal skills, and life skills (Zedel & Chen, 2021). Group therapy provides a supportive environment for individuals to engage in meaningful occupations with peers who share similar experiences, presenting a cost-effective alternative to individual therapy sessions (Aruldass et al., 2021). Life skills groups have shown significant improvements in various domains, including activities of daily living, community participation, and satisfaction with life (Hammel et al., 2018).

Occupational therapy interventions are instrumental in addressing work and education outcomes for individuals with diverse needs. Through personalized strategies and a range of approaches, including vocational rehabilitation, skill development, environmental modifications, and group therapy, occupational therapy empowers individuals to overcome challenges, develop new skills, and achieve success in their work and educational pursuits.

Theoretical Framework

An occupational therapy model that is appropriate for this community is the Person-Environment-Occupation-Performance (PEOP) model. The PEOP model utilizes a top-down and holistic approach when evaluating client needs, emphasizing the interaction between the individual and how their environment may influence occupational performance. The three major

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components of the PEOP model include characteristics of the person, environment, and activity, task, or role; broken down further into intrinsic and extrinsic factors that may be impacting the client. Intrinsic factors covered by the PEOP model include psychological, cognitive, and spiritual. Whereas extrinsic factors in the PEOP model include social support, culture and values, social systems, economic systems, the built environment, and the natural environment (Stromsdorfer, 2021). This is a client-centered model, meaning that the client must set goals and actively participate in planning the promotion of their occupational performance (Cho, 2015). This model also utilizes a biopsychosocial approach in order to address emotional, social, and physical factors that could affect occupational performance. When integrating this method, it is important to closely examine the client's long and short-term goals. (Stromsdorfer, 2021). Within the state of Massachusetts, individuals with disabilities may continue to face social and physical barriers of participation in meaningful occupations (Washington et al., 2021). Utilizing the PEOP model, occupational therapy groups can offer individuals transformative opportunities that result in improved skills development, heightened self-esteem, and a greater sense of belonging (Zedel & Chen, 2021). Resources and skills training for individuals with therapeutic goals in health management, social participation, work/education, and/or instrumental activities of daily living (IADLs) in order to maximize independence and improve quality of life.

Problem/Unmet Need

There is a significant gap in care for adults with disabilities, as many life skills programs are limited to high school levels, leaving post-graduation individuals without further education. Although there are life skills programs for individuals with disabilities throughout the United States, they are often costly through universities and community programs. On average, households with a disabled member require an additional 28% income or \$17,690 more per year

compared to households without disabilities to maintain the same standard of living. This financial burden makes beneficial life skills services less attainable for adults with disabilities. In the Springfield area, there are few free-of-cost life skills programs, and insurance typically does not cover non-medical services. To address this gap, a pro-bono life skills clinic at the Bear Paw Center is proposed, offering services in health management, social participation/leisure, work/education, and instrumental activities of daily living (IADLs) (Morris et al., 2021).

Target Population

This Doctoral Capstone focuses on individuals with various conditions and diagnoses who have goals related to health management, social participation, instrumental activities of daily living (IADLs), and work/education. In Massachusetts, 11.7% of the population, or 808,474 individuals, have a disability, and 56.5% of adults with disabilities in the state face challenges in both self-care and independent living . These deficits create barriers to meaningful engagement in activities such as employment and education. For adults with disabilities in Massachusetts, the employment rate is 22.7% for those with independent living deficits and 15.9% for those with self-care disabilities, compared to 78.8% for civilians without disabilities in the same age group. Additionally, there is a 12.3% gap in college degree attainment between individuals over 25 years old with and without disabilities (Paul et al., 2023). In Springfield, Massachusetts, 15.7% of individuals under age 65 have a disability (U.S. Census Bureau quickfacts: Springfield City, Massachusetts). The lack of life programs for adults with disabilities in the area contributes to challenges in living independently and decreases their overall quality of life.

Resource Availability

Overall, there is a lack of literature on the perceptions of individuals who receive life skills training. Much of the current research focuses on the investigators' personal analyses of the effectiveness of life skills training programs. However, there is a current gap in the amount of available research that determines the self-efficacy, self-esteem, and confidence of the individuals that had received training in various life skills areas. Oftentimes, negative behaviors and consequences stem from low self-esteem, thus impacting the progress made from life skills training (Maryam et al., 2011). Due to this, it is imperative to have research that measures not only the individuals' ability to engage in life skills tasks, but also takes into consideration their perception of occupational engagement to life skills tasks.

For individuals with a disability, the cost of living is significantly higher. Treatment costs, adaptive and/or durable medical equipment costs, and a disparity in wages between individuals with disabilities and those without increases the poverty gap (Weston, 2022). In the state of Massachusetts, pro bono occupational therapy services are currently only offered at the Western New England University B.E.A.R. P.A.W. Center. Across the state several other types of therapeutic services are available; however, the cost for these services can serve as a barrier for individuals or families that do not have the supplemental income to afford them. Since cost of living is higher for individuals with disabilities, many life skills services that may be beneficial for independent living may not be utilized, as other health related costs must be prioritized (The Pro Bono Network, 2022). A SWOT analysis was completed and the following strength was found; as a new program, there may be opportunities to innovate and adapt quickly based on feedback and results. See Appendix A for SWOT Analysis.

Barriers

Given there are several benefits for providing Life Skills services at the B.E.A.R. P.A.W. Center, there are also some barriers that may hinder outcomes. The clinic schedule availability

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may hinder client's ability to receive services. Clients may not be able to make appointments during the specified times that are provided. An additional barrier includes the lack of transportation. There are no transportation services provided to clients through the B.E.A.R. P.A.W. Center, thus individuals must utilize their own means of transportation or opt to participate in telehealth services. Another potential obstacle to consider is the clinic's recent establishment, which may result in limited awareness or familiarity among the community, as well as potential operational and logistical challenges that may arise during the early stages of the clinic's development.

Objectives

The overarching goal of this project is to increase client perceptions of occupational engagement through Life Skills Services at the B.E.A.R. P.A.W. Center. The following objectives were set.

1. By the completion of the DEx project, Life Skills services provided through the B.E.A.R. P.A.W. Center will aim to help individuals develop skills and improve perceptions in areas of health management, social participation, instrumental activities of daily living (IADLs), and work/education that can be carried over into everyday life.
2. By the completion of the DEx project, a protocol manual will be created through the B.E.A.R. P.A.W. Center, aiming to provide future practitioners with the tools to provide Life Skills Services in the areas of health management, social participation, instrumental activities of daily living (IADLs), and work/education .

Experiential

This OTD student created and implemented a series of group protocols related to the domain of work and education. Life Skills Groups were hosted each week for 9 weeks at the B.E.A.R. P.A.W. Center on Wednesdays from 9:30-11:30 am (a community transition school) and 3:30-5:30 pm (community stakeholders). The group protocols written for the Life Skills

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Groups aimed to increase occupational engagement in the area of work and education. Topics included searching and applying for a job, time management skills, utilizing technology, and self-advocacy skills. In conjunction with Alisha Bailey, OT/s, Isabella Lagos, OT/s, and Olivia Nappi, OT/s, a group protocol manual was created. See Appendix B for group protocol manual cover. The full group protocol manual will not be included at this time, as the researchers may choose to Copyright the manual.

Sustainability

To promote the sustainability of this DEx project, the group protocol manual will be utilized during the year 1 Introduction to Groups course and Level I Fieldwork placement in the community. See Appendix C for sustainability plan document.

Scholarly

A mixed methods survey was created for this pilot study to answer the following research question: How Does Providing Life Skills Services Impact Perceptions of Occupational Engagement for Individuals Treated at the B.E.A.R. P.A.W. Center?

Research Question

How Does Providing Life Skills Services Impact Perceptions of Occupational Engagement for Individuals Treated at the B.E.A.R. P.A.W. Center?

Methodology

Data will be collected utilizing a mixed methods survey (Appendix D). The survey should take approximately 20-30 minutes to complete. These questions seek to gain qualitative and quantitative data on participants' self-perceptions of occupational engagement and the impact of life skills sessions at the B.E.A.R. P.A.W. Clinic in the following areas: health management,

social participation/leisure, work/education, and IADLs. Our study includes B.E.A.R. P.A.W.

Center clients with any admitting diagnosis or condition. Therefore, a caregiver may be required to provide assistance to the participant due to any potential deficits. Participants will indicate if they are filling out the survey independently or with the assistance of a caregiver prior to proceeding to the survey questions.

Results

After all data was collected and thematic analysis was completed. These themes included.

1. Activities focused on work and education also benefited social participation and IADLs
2. Participants identified that utilizing and learning about technology in the workplace as a necessary skill
3. Participants expressed that hard skill activities assisted in addressing work and education tasks
4. Helpful activities identified by clients included: technology use, self-advocacy, and workplace specific skills

In addition to qualitative data, the survey collected quantitative results. A total of 14 participants responded to the survey. Participants were presented with Likert-scale and open-ended questions about Life Skills Groups at the B.E.A.R. P.A.W. Center, and if occupational engagement increased in the area of work and/or education. Likert-scale questions asked participants to rank how true specific statements were regarding work and education tasks. The Likert-scale questions ranked as “Yes”, “Sometimes”, “Maybe”, “No.” Following the Likert-scale questions, participants were asked to identify specifically which tasks assisted in improving occupational engagement from participating in Life Skills Groups at the B.E.A.R. P.A.W. Center. The sample consisted of a local transition school (n=11) and community stakeholders (n=3). Of the 14 participants, 78.6% (n=11) of participants completed the survey independently,

while 21.4% (n=3) completed the survey with caregiver assistance. This OTD student then analyzed survey findings, which yielded the following results. 87.7% of participants (n=12) identified that Life Skills Groups at the B.E.A.R. P.A.W. Center helped them work towards their goals in the area of work and/or education. 7.1% (n=1) identified Life Skills Groups at the B.E.A.R. P.A.W. Center somewhat helpful, and 7.1% (n=1) identified groups as not helpful. See Appendix E for survey figures.

Discussion and Recommendations

The findings of this study support the effectiveness of group interventions as a method of delivering Life Skills Services. The Life Skills Groups implemented by this OTD student at the B.E.A.R. P.A.W Center showcased the potential of group-based interventions in facilitating positive outcomes for participants. By engaging individuals in a group setting, participants were able to interact, collaborate, and learn from one another. Peer interaction fostered a supportive and dynamic environment, encouraging the exchange of ideas, experiences, and skills. The group format allowed for the sharing of perspectives, insights, and strategies, enhancing the overall effectiveness of the intervention. The findings of this study align with previous research highlighting the benefits of group interventions in promoting skill development, self-efficacy, and social connection among participants.

By actively participating in the group sessions, individuals had the opportunity to develop and practice relevant life skills within the context of work and education. The structured group protocols designed by this OTD student provided participants with a platform to enhance their occupational engagement through targeted activities, discussions, and hands-on tasks. The group setting facilitated the acquisition of practical skills and knowledge, empowering participants to apply these skills in real-life situations. The increased occupational engagement observed in this study suggests that group interventions can play a crucial role in promoting the integration of life

skills into individuals' daily routines, ultimately enhancing their overall functioning and well-being.

During group instruction, participants benefited of receiving 1:1 support during hands-on tasks within the group instruction sessions. The personalized support provided by the research team allowed participants to receive individualized guidance, feedback, and assistance as they engaged in hands-on activities. This tailored approach provided participants with the necessary support to overcome challenges, refine their skills, and build confidence in their abilities. The 1:1 support not only addressed individual needs but also helped to optimize the learning experience within the group setting. This finding suggests that a combination of group-based learning and individualized support can maximize the effectiveness of group interventions, allowing for the customization of interventions to meet the unique needs and abilities of participants.

The findings highlight the positive impact of group interventions on occupational engagement in the areas of work and education. Additionally, the study shows the significance of 1:1 support during hands-on tasks within the group setting, emphasizing the value of personalized assistance in optimizing the learning experience. These insights have important implications for practitioners and policymakers in designing and implementing effective group interventions aimed at enhancing life skills, occupational engagement, and overall well-being among diverse populations.

Implications

Future Research

The investigation into the caregiver's impact on life skills development offers promising avenues for future research. Understanding the role of caregivers in facilitating or hindering life skills acquisition among participants in group interventions can provide crucial insights into the broader support network's influence on individual growth. Further studies could explore the

specific caregiving practices that contribute to positive life skills outcomes and identify areas where additional support and education may be beneficial. Additionally, examining the potential differences in outcomes based on caregiver involvement across diverse populations would shed light on the varying dynamics of caregiver influence in different contexts.

Caregiver education as a potential factor for enhancing life skills development highlights the importance of equipping caregivers with appropriate knowledge and tools. Future research endeavors could investigate the efficacy of caregiver training programs, evaluating their impact on participants' life skills acquisition and long-term success. Understanding the specific elements of caregiver education that lead to optimal outcomes could inform the design of evidence-based training programs that effectively support participants' growth and progress beyond the confines of group interventions.

Future Practice & Implementation

Building on study findings of the significance of occupational engagement in the areas of work and education for overall life skills development; future practice should involve the development and implementation of a community-wide life skills initiative that emphasizes the importance of occupational engagement. Collaborating with local schools, businesses, and community organizations, this initiative could raise awareness, foster partnerships, and develop resources to promote life skills development across various settings. By encouraging a collective effort to prioritize and nurture life skills, this initiative could positively impact the community's well-being and productivity.

To sustain the positive outcomes observed in this study, it is essential to establish and maintain streamlined communication between community stakeholders involved in referring individuals to the B.E.A.R. P.A.W Center. By fostering stronger collaborations with schools, community centers, healthcare providers, and relevant agencies, the continuity of client referrals

can be ensured. This strategic approach would ensure a steady influx of individuals to benefit from the Life Skills Services, ultimately contributing to the community's overall well-being and growth.

To ensure the continued effectiveness and dissemination of the group protocols, future practice should involve developing training programs for incoming Occupational Therapy Doctoral (OTD) students. By equipping these future practitioners with the necessary knowledge and skills to implement the group protocol manual effectively, the impact of group interventions can be sustained and expanded. The training should encompass not only the theoretical foundations but also practical hands-on experiences to enhance the students' competency in delivering Life Skills Services.

Learning Outcomes

The learning objectives and evaluation plan was developed prior to the beginning of the 14 week DEx. The first eight learning objectives were devised by Western New England University faculty as a standardized framework for all OTD students to adhere to. Objectives 9 through 12 were specifically formulated by the OTD student participating in the project, aligning with the goals developed in collaboration with the DEx faculty and site mentor. The 12 objectives are listed below. See Appendix F for Doctoral Experiential Capstone Learning Plan & Evaluation.

1. Collaborate with various professionals as part of an interprofessional team to advocate the role of occupational therapy in a nontraditional setting.
2. Document a needs assessment for a particular population and use said assessment as the foundation for planning a successful Doctoral Experiential Capstone Project. Additional

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evidence will include feedback from consumers that indicates the impact of the project on the population they represent.

3. Demonstrate proficiency and professionalism with the use of personal computers, learning platforms, zoom meetings, etc. to fully document and implement Doctoral Experiential Project for WNE as well as for members of the population served.
4. Recognize and be able to describe the diverse systems of service delivery that are most cost-effective and considerate for health, social, and educational settings, both traditional and nontraditional. Through both clinical and reflective writing, be able to articulate a sensitivity to cultural, linguistic, and other diversities and describe solutions for care disparities.
5. Demonstrate the ability to work with others to identify meaningful objectives, organize, manage, and motivate people and resources, communicate effectively, and oversee action to accomplish stated program or service goals.
6. Demonstrate the ability to implement in existing programs, and plan for in developing programs, an occupational therapy process that is occupation-based, client-centered, culturally sensitive, and ethically appropriate.
7. Document an experiential and scholarly project that reflects the literature in restorative justice/community re-entry and use responsive, ethical methods. The scholarly process and results should be made accessible to the college and the community, especially to the population served by the project. A report of the project, presented in a professional format that others can replicate or build upon, will be evidence of accomplishment.
8. Through both clinical and reflective writing, be able to articulate a clear awareness of my own personal and professional strengths and boundaries and identify supports and strategies for goal achievement.

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9. Student will develop sustainable group programming after DEx implementation that will ensure positive change for individuals within the Bear Paw Clinic through the creation of a group protocol manual by July 2023.
10. Student will effectively create a life skills program group that will provide individuals within the BPC with opportunities to increase occupational engagement in the areas of work and/or education by July 2023.
11. Student will utilize creativity and evidence-based practices to construct resources practitioners to run their own life skills groups based on the protocol manual by July 2023
12. Student will establish collaborative working relationships with DEx site, Bear Paw Center Clients, and mentor to ensure program success by July 2023.

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Appendices

Appendix A: SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> ● As a new program, there may be opportunities to innovate and adapt quickly based on feedback and results ● Improving independence and quality of life ● Increased accessibility for occupations ● Client-centered 	<ul style="list-style-type: none"> ● Lack of consistency in the community ● Lack of staff working within the programs ● Limited funding ● Lack of resources ● Ongoing costs ● Time restraints- clients schedules and/or limited hours when the clinic is open ● Finding adequate transportation
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ● Relationship building and collaboration with services within Springfield community ● Social participation ● Creating resources for future OTD practitioners to continue providing Life Skills services ● Increasing inclusion on WNE campus 	<ul style="list-style-type: none"> ● Lack of resources ● Sustainability of student involvement within the program ● Lack of interest from community members ● Participant attrition

(Holloway, 2014; Oakes et al., 2020; Zedel & Chen, 2021)

Appendix B: Group Protocol Manual



LIFE SKILLS GROUP PROTOCOLS

Ileana Alfonso, OT/s
Alisha Bailey, OT/s
Isabella Lagos, OT/s
Olivia Nappi, OT/s

GROUP PROTOCOL MANUAL: WORK AND EDUCATION



Created By:
Ileana Alfonso, OT/s

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Appendix C: Sustainability Plan

PROGRAM STRATEGIC PLAN

(Program Title) Life Skills Services through Bear Paw Center

(Student Names) Alisha Bailey, OT/s, Ileana Alfonso, OT/s, Isabella Lagos, OT/s, Olivia Nappi, OT/s

(Organization) Western New England University Years: 2-5 years

Analysis of program evaluation, internal and external environments:

	Program Evaluation Results	Internal Institutional Environment	External Environment
Strengths	<ul style="list-style-type: none"> The diversity within the groups allowed the participants to work on performance skills that were the most valuable to them regardless of if those were the intended performance skills for that area of occupation Overall findings based on participant reports indicated that the life skills services provided were beneficial 	<ul style="list-style-type: none"> Pre-existing BPC provided researchers with sufficient space, resources, staff, and volunteers 	<ul style="list-style-type: none"> The researchers were able to advocate for the field of occupational therapy when collaborating with community sites Holyoke Transitions Academy staff were actively involved in the groups and verbally reported positive feedback
Weaknesses	<ul style="list-style-type: none"> Skewed data on post survey due to participants not being able to differentiate between each of the occupations Takes time for participants to 	<ul style="list-style-type: none"> Lack of consistency between the types of groups due to limited Bear Paw Center schedule 	<ul style="list-style-type: none"> Participant absences resulting in missing groups Insufficient transportation causing some individuals being unable to

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	build new skills and habits (Ex: Stages of change model)	availability	participate in the groups
Opportunities	<ul style="list-style-type: none"> Allows future DEx students to run effective life skills groups based on data findings Data outlines deficits in initial program implementation to improve groups run in the future (ex. running groups one occupation for a set period of time before continuing onto another occupation) 	<ul style="list-style-type: none"> Increasing BPC clients and expanding on services provided Expanding the number of community members involved in groups will provide a more enriching experience to student volunteers prior to going off on level 2 fieldwork 	<ul style="list-style-type: none"> Researchers built a strong, professional connection Holyoke Transitions Academy granting future opportunities for OTD students to complete level 1 fieldwork placements
Threats	<ul style="list-style-type: none"> Limited resources and supplies provided Future students may be inattentive to data provided by the researchers and experience similar mistakes 	<ul style="list-style-type: none"> Lack of interest from student volunteers to continue the program Limited BPC schedule availability 	<ul style="list-style-type: none"> Lack of interest from local community members or sites to participate in life skills groups

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
Life Skills Program group protocols will be consistently applied and integrated in	Collaborating with community sites and other OTD students interested in working with BPC to expand populations served and adapt group protocols to meet specific needs of populations/clients	DEx researchers, Year 1 & 2 OTD	July 2023	In Progress

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Level I fieldwork experience at a community site, resulting in enhanced participant engagement and skill development	OTD students will conduct a needs assessment and community profile to identify population needs and how they may be addressed through life skills groups	Year 1 & 2 OTD students	December 2023	In Progress
	OTD students will run life skills groups, adapting group protocols as needed at community site	Year 1 & 2 OTD students	December 2023	In Progress
	OTD students will collaborate staff members and faculty at community site to determine which activities from the protocol will be beneficial to conduct each week	Year 1 & 2 OTD students	December 2023	In Progress

Long-Term Program Goal	Action Steps	Person(s) Responsible	Due Date for Action	Results / Update
The Life Skills Program and group protocols will be expanded to include additional areas of occupation, and/or adapt to accommodate the unique needs of diverse populations, resulting in increased program accessibility and effectiveness for a wider	Collaborating with community sites and other OTD students interested in working with BPC to expand populations served and adapt group protocols to meet specific needs of populations/clients	DEx researchers, Year 1 & 2 OTD students	July 2023	In Progress
	OTD students will conduct a needs assessment and community profile to identify population needs and how they may be addressed through life skills groups	Year 1 & 2 OTD students	May 2024	In Progress
	OTD students will work in collaboration with BPC to schedule life skills group sessions	Year 1 & 2 OTD students	May 2024	In Progress
	OTD students will create new group protocols on other areas of occupations not addressed in groups manual as well as adapt	Year 1 & 2 OTD students	May 2024	In Progress

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range of participants.	current group protocols to suit the needs of diverse populations			
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Appendix D: Survey Questions

Background Information: Occupational engagement is when a person actively takes part in daily activities that they enjoy and find important, as well as how this shapes their identity, and interactions with others and their surroundings.

Please indicate below:

- I am a participant completing this survey
- I am a participant completing this survey with caregiver assistance
- I am a caregiver completing this survey on behalf of a participant

Questionnaire: Please rate how these statements apply to you or the participant using the Likert Scales:

Rate how true these statements are to you. Please select: Yes, No, Maybe, Sometimes

Health Management

1. I make healthy choices
2. I am physically active
3. I can understand my emotions
4. I can schedule appointments
5. I do well managing my symptoms

Did the Bear Paw Center help you towards your goals in health management? Yes, No, Somewhat

Tell us which activities you participated in that were most helpful to improve your health management.

Social Participation/Leisure

1. I can communicate with others without fear or worry
2. I can build strong friendships with others
3. I can understand non-verbal cues
4. I can understand the feelings of others
5. I share interests and hobbies with friends

Did the Bear Paw Center help you towards your goals in social participation/leisure ? Yes, No, Somewhat

Tell us which activities you participated in that were most helpful to improve your social skills.

Instrumental Activities of Daily Living (IADLs)

1. I do well with managing my medications

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2. I can keep track of and budget my money
3. I can prepare food for myself (snacks, a meal etc.)
4. I can wash, fold, and put away my laundry
5. I can perform light housekeeping tasks (sweeping, dusting, washing dishes, etc.)
6. I take part in personal shopping tasks (grocery shopping, clothes shopping etc.)

Tell us which activities you participated in that were most helpful to improve your IADLs.

Did the Bear Paw Center help you towards your goals in IADLs? Yes, No, Somewhat

Work/Education

1. I can search for a job
2. I can keep a job
3. I can use technology for work and/or education
4. I can take steps to solve a problem

Did the Bear Paw Center help you towards your goals in work and/or education? Yes, No, Somewhat

Tell us which activities you participated in that were most helpful to improve your work/education.

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Appendix E: Survey Figures

Figure 1

Did the Bear Paw Center help you towards your goals in work and/or education

n=14

Yes	12
No	1
Somewhat	1

Figure 2

Data by chart: Did the Bear Paw Center help you towards your goals in work and/or education

n=14

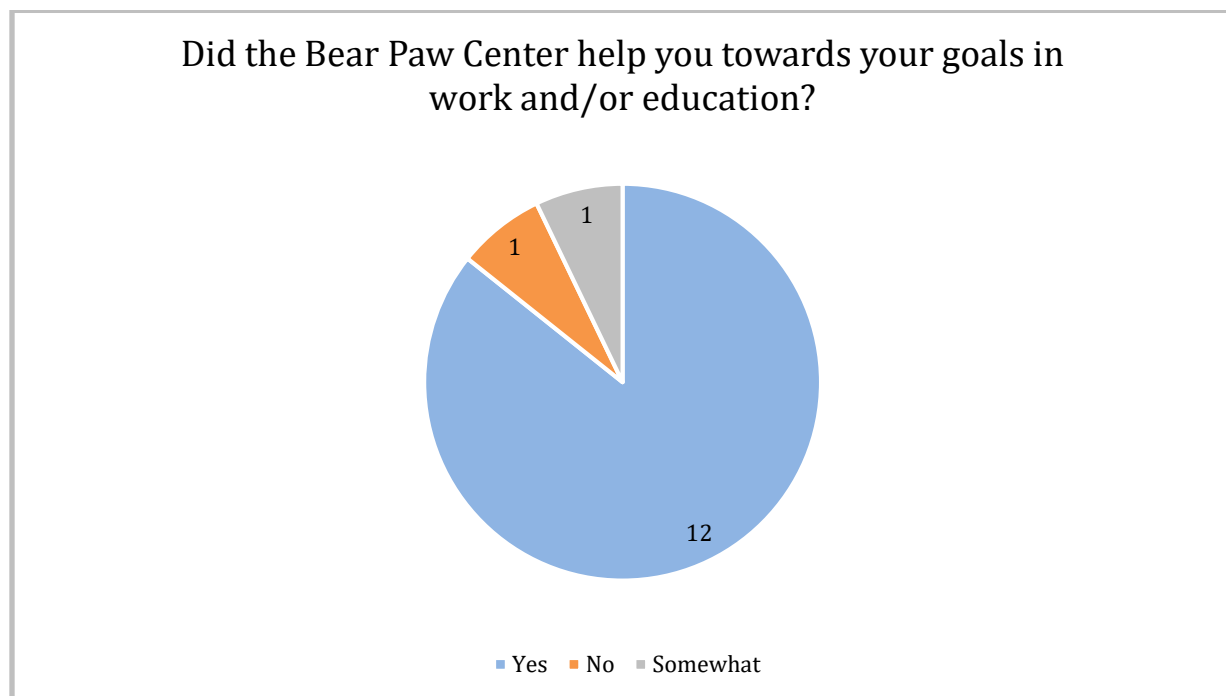


Figure 3

Work and Education “I can” statements:

1. I can search for a job
2. I can keep a job
3. I can use technology for work or education
4. I can take steps to solve a problem

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Figure 4

Work and Education “I can” statements: Results by Likert Scale, total participants
 n=14

I can search for a job	I can keep a job	I can use technology for work or education	I can take steps to solve a problem
Maybe	No	Sometimes	Yes
Yes	Yes	Yes	Sometimes
Yes	Sometimes	Yes	Maybe
Yes	Yes	Yes	Sometimes
Maybe	Maybe	Yes	Sometimes
Yes	No	Maybe	Maybe
Maybe	Maybe	Maybe	Sometimes
Maybe	Maybe	Yes	Yes
No	Yes	Maybe	No
Maybe	Maybe	Yes	Sometimes
Yes	Sometimes	Maybe	Maybe
Yes	Yes	Yes	Yes
Sometimes	Yes	Maybe	Yes
No	Maybe	Maybe	Yes

Figure 5

Work and Education “I can” statements: Results, numerical
 n=14

	I can search for a job	I can keep a job	I can use technology for work or education	I can take steps to solve a problem
yes	6	5	7	5
no	2	2	0	1
sometimes	1	2	1	4
maybe	5	5	6	3

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Figure 6

Data by chart: Work and Education “I can” statements: total participants
n=14

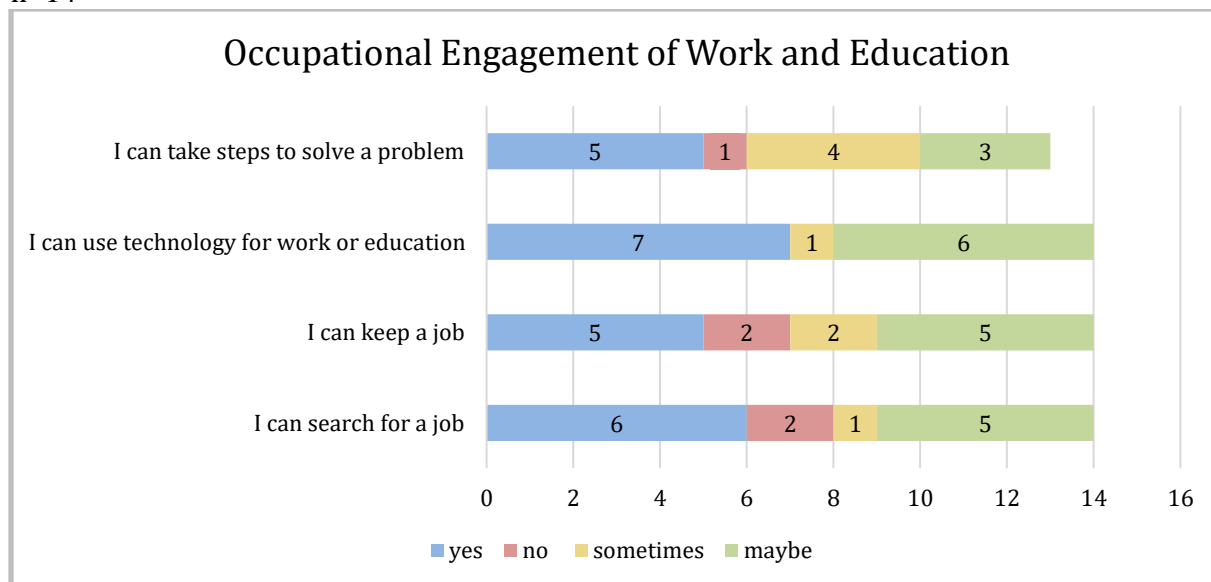


Figure 7

Work and Education “I can” statements: Results by Likert Scale, community transition school
n=11

I can search for a job	I can keep a job	I can use technology for work or education	I can take steps to solve a problem
Maybe	No	Sometimes	Yes
Yes	Yes	Yes	Sometimes
Yes	Sometimes	Yes	Maybe
Yes	Yes	Yes	Sometimes
Maybe	Maybe	Yes	Sometimes
Yes	No	Maybe	Maybe
Maybe	Maybe	Maybe	Sometimes
Maybe	Maybe	Yes	Yes
No	Yes	Maybe	No
Maybe	Maybe	Yes	Sometimes
Yes	Sometimes	Maybe	Maybe

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Figure 8

Work and Education “I can” statements: Results numerical, community transition school
n=11

	I can search for a job	I can keep a job	I can use technology for work or education	I can take steps to solve a problem
yes	5	3	6	2
no	1	2	0	1
sometimes	0	2	1	5
maybe	5	4	4	3

Figure 9

Data by chart: Work and Education “I can” statements: community transition school
n=11

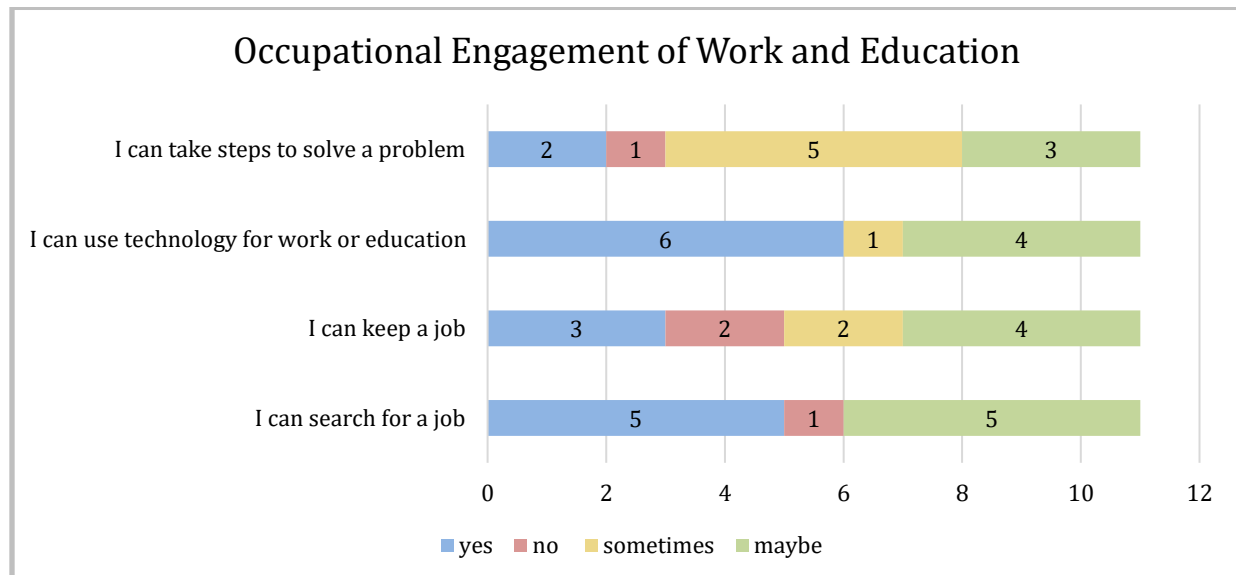


Figure 10

Work and Education “I can” statements: Results by Likert Scale, community stakeholders
n=3

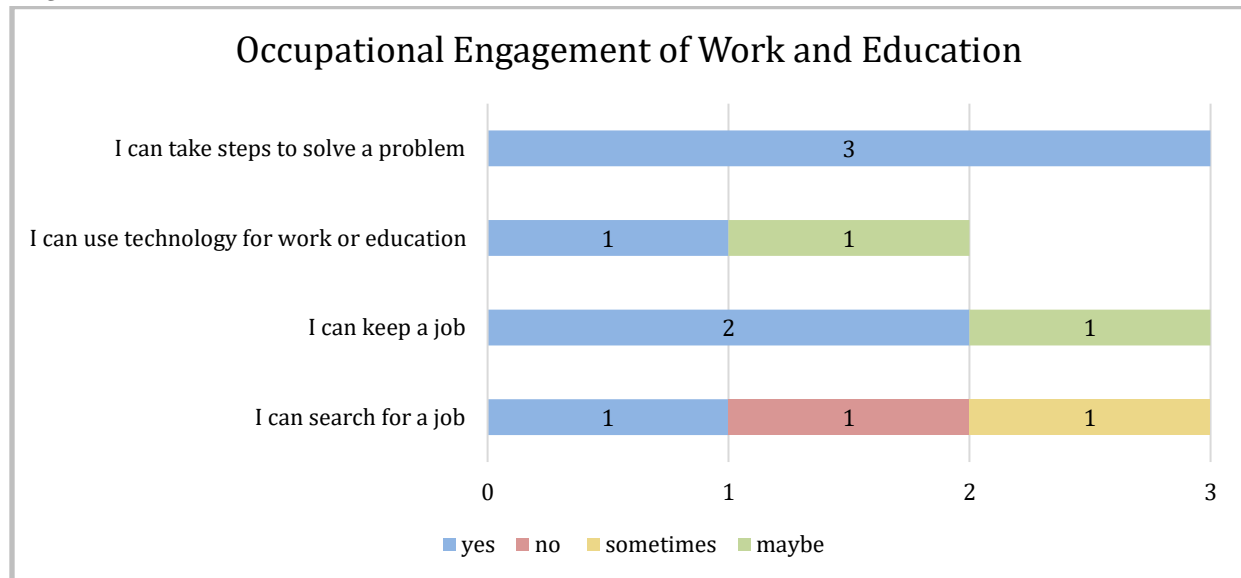
I can search for a job	I can keep a job	I can use technology for work or education	I can take steps to solve a problem
Yes	Yes	Yes	Yes
Sometimes	Yes	Maybe	Yes
No	Maybe	Maybe	Yes

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Figure 11

Data by chart: Work and Education “I can” statements: community stakeholders
n=3



Appendix F: Doctoral Experiential Capstone Learning Plan & Evaluation



Division of Occupational Therapy

Doctoral Experiential Capstone Learning Plan & Evaluation

Document a formal evaluation mechanism for objective assessment of the student's performance during and at the completion of the doctoral experiential component. The student, the faculty mentor, and the site mentor collaborate to ensure completion of the doctoral experience.

Student Name: Ileana Alfonso
Doctoral Experiential Site and Address: 1215 Wilbraham Rd. Western New England University Springfield, MA 01119, USA TEL: 413-206-9501 bear.paw.center@wne.edu
Doctoral Experiential Dates: April 10-July 29, 2023
Doctoral Experiential Site Mentor: Dr. Erin Wells, OT, OTD, MSOT, OTR
Doctoral Experiential Faculty Mentor: Dr. Erin Wells, OT, OTD, MSOT, OTR
Doctoral Experience Mentor's expertise relevant to this Doctoral Experiential: Dr. Erin Wells has expertise in the areas of occupational engagement, and providing intervention in the areas of work and/or education. Through programming and specialized educational materials created for the Bear Paw Center at Western New England University, Dr. Wells hopes to address individuals perceptions of their occupational engagement; leading to participating in preferred occupations.
Description of the Doctoral Experiential: This project aims to evaluate the benefits of a life skills program run by occupational therapy students, addressing the areas of social participation, health maintenance, instrumental activities of daily living, and work/education, and how participation in these groups impacts self-perceptions of occupational engagement. Ileana Alfonso will be focused on facilitating groups within the Bear Paw Center for individuals with a work and/or education goal. With the completion of the DEx project, a group protocol handbook will be designed. This handbook will hold all necessary materials for future students and/or clinicians to run their own life skills groups of similar focus. Ileana Alfonso hopes to determine the effectiveness of a program run in a free clinic setting, provide services for individuals within the community, and resources for clinicians.

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Notes: N/A

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<p><u>WNE OTD Learning Objectives</u></p> <p><i>What does student want/need to know?</i></p> <p><i>What skills does student need to develop?</i></p>	<p><u>Evidence of Accomplishment</u></p> <p><i>How will performance be measured and evaluated and by whom?</i></p> <p><i>Name external project, skill, etc.</i></p> <p><i>Name who is responsible.</i></p> <p><i>Name resources needed.</i></p> <p><i>Identify target dates of completion.</i></p>	<p><u>Progress</u></p> <p><i>Site and faculty mentor rate student progress at midterm and final</i></p>	<p><u>Comments for Midterm and Final</u></p> <p><i>Site and Faculty Mentor comment regarding student progress per each objective</i></p>
<p><u>WNE OTD Objective #1:</u></p> <p><i>Collaborate with various professionals as part of an interprofessional team to advocate the role of occupational therapy in a nontraditional setting.</i></p>	<p>Student will collaborate with the Bear Paw Center acquire necessary materials for group protocol manual by July 2023</p> <p><i>Evidence of Accomplishment to be</i></p>	<p>MIDTERM</p> <p><input type="checkbox"/> Accomplished</p> <p><input checked="" type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL</p>	<p>MIDTERM:</p> <p>Creating group protocols for the groups both individually and collaboratively. Confident in professional communication both in person and via email.</p> <p>Plan is to continue to professionally communicate and collaborate.</p>

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	<p><i>completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Obtain proper information from Bear Paw Center to create group protocols ● Create group protocols aeriels from information learned by the Bear Paw Center ● Create group protocols for individuals with work and accompanying mat/or education goals within the Bear Paw Center 	<ul style="list-style-type: none"> ■ Accomplished □ Making Progress □ Not progressing, needs attention 	<p>FINAL:</p> <p>Professional communication was consistent throughout the DEx experience within an interprofessional team.</p>
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<p><u>WNE OTD Objective #2:</u> <i>Document a needs assessment for a particular population and use said assessment as the foundation for planning a successful Doctoral Experiential Capstone Project. Additional evidence will include feedback from consumers that indicates the impact of the project on the population they represent.</i></p>	<p>Student will complete a Needs Assessment of the Bear Paw Center targeting occupational engagement and work and/or education by July 2023</p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Complete a SWOT analysis of the Bear Paw Center ● Review resource availability at Western New England University and the Bear Paw Center ● Review possible barriers 	<p>MIDTERM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention <p>FINAL</p> <ul style="list-style-type: none"> ▪ Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention 	<p>MIDTERM:</p> <p>Needs assessment and community profile have been both been completed to inform project.</p> <p>Plan is to analyze data from consumer feedback to evaluate efficacy of the program.</p> <p>FINAL:</p> <p>Ileana was able to analyze data in relation to her specific area of interest within the BPC Life Skills programming. This feedback from the consumers was used to modify recommended activities in the final manual.</p>
<p><u>WNE OTD Objective #3:</u> <i>Demonstrate proficiency and professionalism with the use of personal computers, learning</i></p>	<p>Student will effectively communicate with DEx site via email, zoom, and in person meetings to fully document and implement</p>	<p>MIDTERM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, 	<p>MIDTERM:</p> <p>Plan is to continue professionalism with communication via email and Zoom.</p>

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<p><i>platforms, zoom meetings, etc to fully document and implement Doctoral Experiential Project for WNE as well as for members of the population served.</i></p>	<p>the group protocol manual by July 2023</p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Complete meeting minutes and documentation of in person and virtual meetings with DEx site and recruitment sites <ul style="list-style-type: none"> ○ Write emails to DEx site and recruitment sites ○ Complete in person meetings with DEx site and recruitment sites ○ Participate in Zoom meetings with DEx site and recruitment 	<p>needs attention</p> <p>FINAL</p> <ul style="list-style-type: none"> ▪ Accomplished □ Making Progress □ Not progressing, needs attention 	<p>FINAL:</p> <p>Ileana maintained professionalism in virtual settings throughout the DEx experience.</p>
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	sites		
<p><u>WNE OTD Objective #4:</u> <i>Recognize and be able to describe the diverse systems of service delivery that are most cost-effective and considerate for health, social, and educational settings, both traditional and nontraditional. Through both clinical and reflective writing, be able to articulate a sensitivity to cultural, linguistic, and other diversities and describe solutions for care disparities.</i></p>	<p>Student will provide a review of literature to the Bear Paw Center on best practices and cost effective implementation of the group protocol manual by July 2023</p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Present findings of literature review, community profile, and needs assessment to DEx site <ul style="list-style-type: none"> ○ Review evidence based literature and write a literature 	<p>MIDTERM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention <p>FINAL</p> <ul style="list-style-type: none"> ■ Accomplished <input type="checkbox"/> Making Progress <p>Not progressing, needs attention</p>	<p>MIDTERM:</p> <p>Reflective writings and DEx documents are currently in process and ongoing.</p> <p>Plan is to ensure that these topics are reflected upon and documents are completed and presented by the end of the DEx.</p> <p>FINAL:</p> <p>Ileana completed all reflective writings as required. She completed her literature review, community profile, and needs assessment.</p>

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	<ul style="list-style-type: none"> review ○ Create a community profile ○ Provide a needs assessment 		
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<p><u>WNE OTD Objective</u> <u>#5:</u></p> <p><i>Demonstrate the ability to work with others to identify meaningful objectives, organize, manage, and motivate people and resources, communicate effectively, and oversee action to accomplish stated program or service goals.</i></p>	<p>Student will work collaboratively with DEx Mentor, DEx Partners, and Bear Paw Clinic to create and implement a life skills program and group protocol manual by July 2023</p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Build connections and communication with the site in order to have long term 	<p>MIDTERM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished ■ Making Progress <input type="checkbox"/> Not progressing, needs attention <p>FINAL</p> <ul style="list-style-type: none"> ■ Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs 	<p>MIDTERM:</p> <p>Confident in the team's collaboration and communication. Participated in networking opportunities (ie: attending conference) and recruitment for BPC.</p> <p>Plan is to continue professional collaboration through the rest of the DEx as needed.</p> <p>FINAL:</p> <p>Continued professional collaboration as needed throughout the DEx, including working with clients, peers, staff, and faculty appropriately.</p>
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	<p>success of the program</p> <ul style="list-style-type: none"> ● Discuss needs of the Bear Paw Center clients to determine specifics of life skills program and group protocol manual ● Create a post-test to gauge successful implementation of DEx project <ul style="list-style-type: none"> ○ Recruit individuals for life skills groups from Bear Paw Clinic ○ Intake Survey: Assess prior perceptions of occupational engagement in the area of work and/or education ○ Post Survey: Assess perceptions of occupational engagement in the area of work and/or 	attention	
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	<ul style="list-style-type: none">education○ Evaluate outcomes and make adjustments		
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<u>WNE OTD Objective #6:</u>			MIDTERM:
<p><i>Demonstrate the ability to implement in existing programs, and plan for in developing programs, an occupational therapy process that is occupation-based, client-centered, culturally sensitive, and ethically appropriate.</i></p>	<p>Student will continue supporting the Bear Paw Center and future clinicians by developing a life skills program and group protocol manual by July 2023</p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Develop life skills program for individuals with a work and/or education goal within the Bear Paw Center ● Create group protocol manual <ul style="list-style-type: none"> ○ Create educational materials on how clinicians can implement their own life skills groups ○ Create protocols to 	<p>MIDTERM</p> <p><input type="checkbox"/> Accomplished</p> <p><input checked="" type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL</p> <p><input checked="" type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p>	<p>Life skills programs have been developed and implemented and will continue to be both individually and collaboratively designed.</p> <p>Plan is to complete the manual by the end of the DEx.</p> <p>FINAL:</p> <p>Final manual has been completed and prepared for dissemination. Ileana's contributions to this manual are indicated on the respective group protocol.</p>

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	run groups within the Bear Paw Center ○ Compile protocols from different domains of life skills program to complete protocol manual ○		
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<p><u>WNE OTD Objective # 7:</u></p> <p><i>Document an experiential and scholarly project that reflects the literature in restorative justice/community re-entry and use responsive, ethical methods. The scholarly process and results should be made accessible to the college and the community, especially to the population served by the project. A report of the project, presented in a professional format that others can replicate or build upon, will be evidence of accomplishment.</i></p>	<p>Student will provide a review of literature to the Bear Paw Clinic on best practices for developing a life skills program and group protocol manual by July 2023</p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Educate site on program plan and implementation plan ● Educate on findings of literature review ● Create visual and/or written presentation of findings for DEx Site <ul style="list-style-type: none"> ○ Present findings of literature review, community profile, and needs assessment to DEx site 	<p>MIDTERM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished ■ Making Progress <input type="checkbox"/> Not progressing, needs attention <p>FINAL</p> <ul style="list-style-type: none"> ■ Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention 	<p>MIDTERM:</p> <p>Ongoing work on the final documents and presentation.</p> <p>Plan is to complete necessary documents (ie: manual, poster, lit review, etc) by the end of the DEx.</p> <p>FINAL:</p> <p>All necessary documents have been completed in preparation for the completion of the DEx.</p>
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<p><u>WNE OTD Objective # 8:</u></p> <p><i>Through both clinical and reflective writing, be able to articulate a clear awareness of my own personal and professional strengths and boundaries and identify supports and strategies for goal achievement.</i></p>	<p>Student will complete reflective writings throughout the DEx process, articulating the progress and goals for achievement by July 2023.</p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Through the course of the DEx, complete 5 pieces of reflective writing to articulate the progress of the progress and goals for achievement 	<p>MIDTERM</p> <p><input type="checkbox"/> Accomplished</p> <p><input checked="" type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL</p> <p><input checked="" type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p>	<p>MIDTERM:</p> <p>Personal goals have been identified.</p> <p>Plan is to continue reflective writings with a focus on how you are achieving personal goals by the end of the DEx.</p> <p>FINAL:</p> <p>Final reflective writings have been completed.</p>
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<p><u>Student Objective # 9:</u></p> <p>Student will develop sustainable group programming after DEx implementation that will ensure positive change for individuals within the Bear Paw Clinic through the creation of a group protocol manual by July 2023</p>	<p><i>Write planned activity, resources, deliverable, and target completion date for each here.</i></p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Assess individual perceptions of occupational engagement post-participation in 8-10 weeks of groups ● Assess if program is sustainable and can be implemented in years after initial pilot 	<p>MIDTERM</p> <p><input type="checkbox"/> Accomplished</p> <p>■ Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL</p> <p>■ Accomplished</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p>	<p>MIDTERM:</p> <p>Groups are being implemented currently for 7 more weeks. Sustainability is currently being assessed as a team.</p> <p>Plan is to create a sustainability plan and complete remaining groups.</p> <p>FINAL:</p> <p>Sustainability plan was created in conjunction with involved stakeholders. Groups were continued throughout the DEx and assembled into the final manual in accordance with consumer feedback.</p>
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<p><u>Student Objective #10:</u></p> <p>Student will effectively create a life skills program group that will provide individuals within the BPC with opportunities to increase occupational engagement in the areas of work and/or education by July 2023</p>	<p><i>Write planned activity, resources, deliverable, and target completion date for each here.</i></p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Recruit a diverse sample of individuals to participate in the life skills program ● Obtain necessary information from individuals enrolled in Bear Paw Clinic groups to create appropriate interventions and protocols ● Create edits necessary to group protocols 	<p>MIDTERM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention <p>FINAL</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention 	<p>MIDTERM:</p> <p>Participants have been recruited and continue to be recruited. Working within the documentation and scheduling requirements for BPC.</p> <p>Plan is to continue to run and edit group protocols as necessary.</p> <p>FINAL:</p> <p>All group protocols completed and implemented appropriately.</p>
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<p><u>Student Objective #11:</u></p> <p>Student will utilize creativity and evidence-based practices to construct resources practitioners to run their own life skills groups based on the protocol manual by July 2023</p>	<p><i>Write planned activity, resources, deliverable, and target completion date for each here.</i></p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Create visuals and group materials using design tools such as Canva or Microsoft Word ● Creating a group protocol manual that can be utilized and adapted in a variety of settings 	<p>MIDTERM</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accomplished <input checked="" type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention <p>FINAL</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Accomplished <input type="checkbox"/> Making Progress <input type="checkbox"/> Not progressing, needs attention 	<p>MIDTERM:</p> <p>Able to create appropriate visual flyers for recruitment based on target audience. Utilizing Cole textbook on Groups for evidence-based as well peer-reviewed journal articles.</p> <p>Plan is to continue utilizing evidence to inform group protocols.</p> <p>FINAL:</p> <p>Evidence based protocols developed and implemented. Able to create visually appealing and appropriate items using Canva, etc.</p>
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<p><u>Student Objective # 12:</u></p> <p>Student will establish collaborative working relationships with DEx site, Bear Paw Center Clients, and mentor to ensure program success by July 2023.</p>	<p><i>Write planned activity, resources, deliverable, and target completion date for each here.</i></p> <p><i>Evidence of Accomplishment to be completed by student and verified by site mentor</i></p> <ul style="list-style-type: none"> ● Build connections and communication with the site in order facilitate successful group programing ● Build communication between site and establish plans to access necessary information 	<p>MIDTERM</p> <p><input type="checkbox"/> Accomplished</p> <p>■ Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p> <p>FINAL</p> <p>■ Accomplished</p> <p><input type="checkbox"/> Making Progress</p> <p><input type="checkbox"/> Not progressing, needs attention</p>	<p>MIDTERM:</p> <p>Good connections and communication with support staff, caregivers, clients, etc.</p> <p>Plan is to continue to recruit, build connections, network and communicate with current members.</p> <p>FINAL:</p> <p>Created connections and networked throughout the DEx, which contributed to the sustainability of her group protocols within the OTD program.</p>
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Initial Approval by Site Mentor/Student/Faculty Advisor:

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I agree with the above stated objectives and feel that all learning objectives are obtainable within the fourteen (14)- week timeframe. I believe that the stated objectives encompass all aspects of the student role in this doctoral experience. I understand that the site mentor or student can add additional objectives at any time as the situation and experience dictate with approval of the faculty advisor. Any objectives that are proposed to be removed will need to be approved by the faculty advisor approval.

Ann Wells

4/17/2023

Site Mentor Signature

Date

Ann Wells

4/17/2023

OTD Faculty Mentor Date

J. Alfonso

4/15/22

Student Signature Date

Adam Stour

OTD Doctoral Experiential Coordinator

Date

Final Site Mentor / Student Evaluation

Site mentor evaluation of student performance (Identify if all objectives have been met. If yes, please comment on students' achievement for each objective. If no, please identify why goal not met):

Ileana completed all necessary components of the DEx. Please see the aforementioned feedback specific to each objective. Ileana was able to collaborate with her peers and did a nice job of networking with stakeholders and community agencies to bring participants to the BPC. Ileana has achieved all necessary objectives in relation to the DEx.

Student evaluation of Site mentor, experience and self (Please comment on opportunities provided, supervisory relationship and individual performance):

Dr. Wells has been an incredible site mentor over the course of the DEx process. Whenever I had a question regarding the DEx, Dr. Wells always made time to give helpful feedback in a timely fashion. As a student, I saw myself grow and learn beyond what I believed was possible because of the expertise and knowledge that Dr. Wells brings to the table.

As an individual, throughout the DEx process, my timeliness and flexibility was tested. By keeping a schedule and utilizing the soft deadlines talked to us by Dr. Wells, I was able to stay on track.

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Please check one:

- ☒ All the learning objectives have been accomplished and I recommend that the student Pass the Doctoral Experience.
☐ The Student has NOT fulfilled the objectives for the Doctoral Experience and is NOT recommended to pass

<u>Erin Wells</u>	7/13/2023	<u>J. Alfonso</u>	7/14/2023
Site Mentor Signature	Date	Student Signature	Date
<u>Erin Wells</u>	7/13/2023	<u>Ashley Stour</u>	7/15/2023
OTD Faculty Mentor	Date	OTD Doctoral Experiential Coordinator	Date

This form is adapted from those used by the Ohio State University (2018) and Boston University (2018)

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