

Group Work Protocol

Group Title: Social Cooking

Author:

Frame of Reference:

Developmental, Psychosocial, Behavioural; Cognitive-Behavioural. Theory of creative ability

Purpose: This group aims to develop service users' knowledge and skills for cooking with others and therefore develops skills for planning, organising and budgeting for a cooking group; knowledge of cooking techniques and development of skills; development of ability to perform cohesively with a group and to societal norms/expectations in terms of appearance, behaviour and task performance. Self-evaluation is an important skill for development.

Duration: Once a week for two hours, for a course of 10 weeks

Group Membership

Maximum number: 3

Levels of creative ability: Passive Participation and Imitative Participation

Occupational performance problems that are barriers to participation and reduce suitability of group for the client (e.g., concrete thinking; extreme fatigue): Extreme fatigue and poor fine hand movement

Rationale: To those for whom cooking is a meaningful activity, it can be an essential activity of daily living. Through developing development in cooking skills it can support a degree of independence within the community and promote understanding of maintaining physical and mental health through food. Cooking can be an activity and an occupation relevant to personal management, work/productivity and leisure sphere of life. Within the group situation, cooking can be a social and cultural activity. A group-bases cooking activity can facilitate the development of skills for communication, interaction and relationships.

Group Goals:

Passive Participation

- Engage in discussion
- Express own opinions and make suggestions
- Start to 'judge' own performance (in occupational performance terms); reasons for doing well and not so well.
- Learn societal expectations for behaviour, appearance and task performance
- Interpret own responses/behaviour and ability to adapt to different situations and people
- Learn higher social skills of assertiveness, conflict resolution, compromise and negotiation

Imitative Participation:

- Manage differences in viewpoints/opinions
- Demonstrate assertiveness skills
- Work with others with mutual respect and developing trust
- Demonstrate ability to compromise – give and take
- Demonstrate ability to work cohesively with others
- Evaluate self and identify solutions/problem-solve/identify alternative ways of behaving
- Comply with societal norms for appearance and behaviour

Method:**Activity requirements:**

- Success is required in the early part of the programme, but does not have to be guaranteed towards the later stages of the programme.
- An experimental component is required to initiate development of skills, which are acceptable in society. The activity will involve elements of planning, decision-making, which will be facilitated by OT staff. Provides opportunity to gain approval from others.
- Helps service user to identify the norms and the cues to understand socially acceptable behaviour.
- Enables the service user to learn and practise higher order social skills such as assertiveness, conflict resolution, compromise, negotiation etc.

Structuring:

- Make use of a variety of events (related to cooking). Involve service users in preparing the session and clearing away – involve in planning and decision-making. Create safe atmosphere.

Presentation: Introduce early on the requirement for service users to help with setting up and packing away – be clear about what is needed. Clear, simple instructions; check understanding; demonstrate when appropriate; encourage feedback – be positive and gentle – review together but therapist led and facilitated.

Handling: Supportive (to increase self esteem); guiding with discussion and negotiation; seek opinions, viewpoints, ideas and suggestions and respond to when possible/appropriate; give positive comment for specific efforts; praise maximum effort and initiative; help to evaluate themselves individually and as a group (start with positive aspects then gradually and gently approach negative/less good aspects – help service users to identify for themselves); help to interpret own responses/behaviour and ability to adapt to different situations and people; set norms for appearance and behaviour.

Initially don't expect active participation in the group, but encourage and develop.

Grading through 10 weeks:

Increase expectations for consistent prevocational skills and effort.

Increase complexity of activities and decisions to be made.

Expect to initiate familiar activities independently.

Decrease amount of support with planning and organising.

Upgrade demands for norm compliance e.g. being on time, social behaviour

Provide support with problem-solving to facilitating service users' reasoning through problems and possible solutions.

Facilitate self-evaluation through discussion of product quality to discussion of quality of performance.

Encourage expression of ideas to assertiveness, negotiation and compromise

Norms:

Appearance – Taken from "The Food Hygiene Handbook" written by R.A.Sprenger:

Hands must be kept clean at all times, including between the fingers and around the wrist. If under the nails are dirty, a nailbrush should be used. Hands should be dried with disposable paper towels. Hands should be washed again after smoking, visiting the toilet, handling raw meat, fish and eggs, touching the bin and touching hair, face, nose, mouth or ears.

Coughs and colds – People with bad colds should not prepare or handle food intended for consumption by others.

Cuts should be completely covered by waterproof dressings, preferably blue coloured so that they can be easily detected if they come off.

Jewellery such as rings and watches should be removed. This ensures that hands are washed effectively and stops bacteria being introduced to the food.

Hair (Including facial hair) should be cleaned before attending the session and tied back if long. If hair is adjusted during the session, hand should be washed again.

Smoking should not take place around food preparation areas. Hands should be washed after having a cigarette.

Clothing must be clean on arrival to the session. Loose clothing should be tucked in (e.g. shirts bottoms and sleeves) and aprons should be worn to reduce the risk of contamination. Aprons should be removed before leaving the food preparation area. Suitable footwear should be worn to reduce the chance of slipping and protect the feet.

Behaviour: Service users on an Imitative level are expected to arrive on time for the group independently. Service users on imitative will be reminded by phone call 15 minutes prior to the group but will still be expected to arrive promptly. The whole group must be present to start and the task completed to leave. It will be expected that each service user will; introduce them and say hello and goodbye; be respectful when talking to others/making requests/being assertive. Kitchen utensils and equipment must be used in the manner for which they are meant and will be required to be shared with other members of the group, demonstrating consideration towards others. Anxiety provoking and threatening behaviour will not be tolerated within the group and it is essential that group members help each other. If group members are unable to attend the OT must be notified. There will be no smoking during the group due to hygiene.

Task performance: Kitchen utensils and equipment must be used during the session and in the manner for which they are meant/no anxiety provoking/provocative behaviour. Each group member should be aware of the personal hygiene requirements for the group and share in the responsibilities of cleaning the food preparation environment and the food ingredients required during the session.

Time & Place of Group:

ADL kitchen, Therapies Suite, Wednesday 16.00 – 18.00

Resources:

2 x OT facilitators. Ingredients and specific equipment not within the kitchen to be obtained prior to group: service users to share responsibility for shopping for ingredients as per area leave status. Therapists to organise specific equipment. Recipe folder. Blue plasters. Tupperware container for jewellery storage. Prompt sheet.