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# Project SustAIn: Sustainable Agriculture Initiative

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# Project SustAIn: Sustainable Agriculture Initiative

## **Description**

In partnership with Outside In, Pacific University School of Occupational Therapy and two students as a part of their Innovative Practice Project (IPP) began Project SustAIn a program in 2008. Project SustAIn was a renewed effort to continue a gardening program initiated at Outside In's Education Resource Center by one of the Urban Education teachers (see Figure 1 for an illustration of Project SustAIn: Program Development and Partnership). Project SustAIn was initially designed to create vocational job opportunities and attain educational credits for the homeless youth while collaborating with occupational therapy to develop work and vocational skills through the therapeutic process of gardening; these skills included personal goal development and planning, time management, professional behavior and interview skills training.

Through continued partnership on the behalf of the original 2008 occupational therapy students (currently practicing occupational therapists), Pacific University, and Outside In's Urban Ed program, Project SustAIn was expanded in the Winter of 2010 by two additional occupational therapy students as a part of their IPP to encompass a new tract for independent living and transitional skill development as well as grow in areas of professional and organizational collaboration to more fully meet the needs of Portland's homeless youth population. This document describes the expansion and growth of Project SustAIn including: a background and literature search of adolescent development in addition to theory and the implications for transition into adulthood for the homeless youth at Outside In; an account of actions and methodologies of Project SustAIn 2010; and a discussion and summary of outcomes, perceived benefits and suggestions for future program development and collaboration.

## **Disciplines**

Occupational Therapy | Rehabilitation and Therapy

## **Comments**

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The background of the entire page is a close-up photograph of several large, vibrant green leaves with prominent veins, set against a light, slightly blurred background. The leaves are arranged in a way that they appear to be growing upwards and outwards from the bottom left towards the top right.

Project Sustain 2010:  
Sustainable Agriculture Initiative

Outside In, Portland Oregon

§

Pacific University School of  
Occupational Therapy

Heather Eoff, MOTS

§

Jennifer Potts, MOTS

May 10, 2010

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## Special Thanks To:

✿ Outside In Youth

✿ Outside In Staff & Volunteers:

Matt Eide,

Erin Ehley &

Payal Razdan

✿ Timothy Rich, OTR/L &

Pete Carpenter OTR/L, Project  
Supervisors

✿ Jody Victoria, OTR/L

of Outside In

✿ Sandra Rogers, Ph.D., OTR/L,

Project Advisor

✿ John White, Ph.D., OTR/L

✿ Pacific University School of  
Occupational Therapy

In the state of Oregon there are an estimated 24,000 to 25,000 youth that fall under the continuum of homelessness (Oregon Homeless and Runaway Youth Work Group, 2005). In Portland Oregon alone there are an estimated 2,000 homeless youth (Outside In, 2006). These statistics present an astounding number of youth who by definition of the Oregon Homeless and Runaway Youth Work Group (2005) are individuals 21 years-of-age and younger whom have:

- Runaway or have left their homes or other care placement for long periods of time without consent from their families and with little to no connection with their families or caretakers
- Been pushed out of their homes by their families or caretakers with consent to leave or have been abandoned
- A lack of a stable place of residence, have been away from home for six months or more and who lack adult supervision, guidance and care

Not only is the definition of youth homelessness complicated and multifaceted, the factors influencing the circumstances that lead these youth to the streets are as well. According to Outside In (2006), these circumstances often include but are not limited to:

- Violence and abuse in the home
- Childhood sexual abuse
- Parent/caretaker abandonment
- Family poverty, joblessness, alcohol/drug use, and/or mental health conditions
- Identifying with sexual minorities wherein the youth's family or caretakers find difficulty accepting or developing support for sexual or gender identity outside of the norm

In response to the need for homeless youth services, Oregon's Department of Human Services' Family and Youth Services Bureau helped fund initiation of community programs across the state (League of Women Voters of Oregon, 2006). The programs funded by the Bureau and supported by city, county, foundation, business and private funding seek to provide three specific services to the homeless youth which include: basic centers providing food and immediate, emergency shelter; transitional living; and street outreach. Within the greater boundaries of Portland is a *city specific* continuum of services for the homeless youth. The League of Women Voters of Oregon (2006) provides an illustration of Portland's service continuum (see Appendix A) which includes three primary homeless youth organizations—Janus Youth Programs, Outside In, and New Avenues for Youth.

Of the three Portland organizations, Outside In is a social service organization that has been serving the Portland area since 1968. Outside In (2006) identifies their *mission* as "helping homeless youth and other marginalized people move towards improved health and self-sufficiency." The organization has a variety of programs which are continually growing and/or changing to meet the multifaceted needs of the city's homeless and low-income youth. The current services made available to the youth fall under the umbrellas of youth services, and clinic and health services. Table I provides a non-exhaustive list of the programs and services provided at Outside In created from a compilation of information gathered from Outside In's website and the 2007/2008 Director's Report (see Table I). On the general continuum of assistance/care for the homeless youth as described by the Oregon Homeless and Runaway Youth Work Group (2005) ranging from preventative to long term transitional services, Outside In provides longer term transitional living services. (Outside In, 2006; Outside In, 2009).

Table I

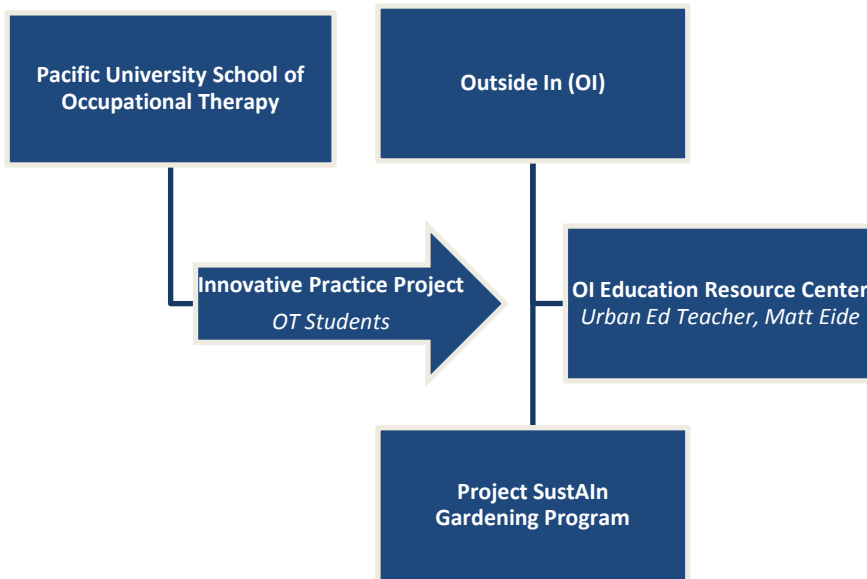
*Outside In: Programs and Services* (Outside In, 2006; Outside In, 2009)

Health & Clinic Services	Youth Services
<ul style="list-style-type: none"> <li>• IDU (Injection Drug User) Health Services</li> <li>• Family Practice and Pediatric Medicine</li> <li>• Naturopathic Medicine</li> <li>• Traditional Chinese Medicine and Acupuncture</li> <li>• Chiropractic Services</li> <li>• Massage</li> <li>• Dental Care</li> <li>• Psychiatry and Mental Health</li> <li>• Laser Tattoo Removal</li> <li>• Risk Education Programs                             <ul style="list-style-type: none"> <li>○ <i>Genderblendz Support Group</i></li> </ul> </li> <li>• Transgender Hormone Therapy and Support</li> <li>• Health Education</li> <li>• Public Health Disease Prevention</li> <li>• Access to Hospitals</li> <li>• Specialty Care</li> </ul>	<ul style="list-style-type: none"> <li>• Day Program</li> <li>• Mental Health</li> <li>• Housing</li> <li>• Road Warrior</li> <li>• Employment Resource Center</li> <li>• Virginia Woof Dog Daycare Job Training Program</li> <li>• Queerzone</li> <li>• Guerilla Theatre</li> </ul>

In partnership with Outside In, Pacific University School of Occupational Therapy and two students as a part of their Innovative Practice Project (IPP) began Project SustAIn a program in 2008. Project SustAIn was a renewed effort to continue a gardening program initiated at Outside In's Education Resource Center by one of the Urban Education teachers (see Figure 1 for an illustration of *Project SustAIn: Program Development and Partnership*). Project SustAIn was initially designed to create vocational job opportunities and attain educational credits for the homeless youth while collaborating with occupational therapy to develop work and vocational skills through the therapeutic process of gardening; these skills included personal goal development and planning, time management, professional behavior and interview skills training.



Figure II  
*Project SustAIn: Program Development and Partnership*



Through continued partnership on the behalf of the original 2008 occupational therapy students (currently practicing occupational therapists), Pacific University, and Outside In’s Urban Ed program, Project SustAIn was expanded in the Winter of 2010 by two additional occupational therapy students as a part of their IPP to encompass a new tract for independent living and transitional skill development as well as grow in areas of professional and organizational collaboration to more fully meet the needs of Portland’s homeless youth population. This document describes the expansion and growth of Project SustAIn including: a background and literature search of adolescent development in addition to theory and the implications for transition into adulthood for the homeless youth at Outside In; an account of actions and methodologies of Project SustAIn 2010; and a discussion and summary of outcomes, perceived benefits and suggestions for future program development and collaboration.

### LITERATURE REVIEW

The population OutsideIn serves is typically described as on continuum from adolescence to early adulthood. In this literature review the authors borrow the term “emerging adults” described by Arnett as the “years from (roughly) 18 to 25 as a distinct period of the life course, different in important ways from the adolescence that preceded it or the young adulthood that follows it” (p.5). Frequently individuals utilizing OutsideIn services are chronologically younger than the age range defined by Arnett, however, the features and themes that he associates with this time in development (the age of identify explorations, instability, self-focus, feeling in-between, and the age of possibility) could also describe the experience of a younger youth experiencing life on the streets whether or not his/her cognitive, physical and emotional development is ready to take on those challenges. The primary task assigned to individuals by

society in this time period is “learning to stand alone as a self-sufficient person, capable of making choices and decisions independently from among a wide range of possibilities” (Arnett, 1998).

In addition to this primary task, an emerging adult is also dealing with individual variations of physical, emotional and cognitive development. Developmental literature and studies site strong positive family relationships as one of the main factors that help emerging adults make the transformation to self sufficiency (Aquilino, 2009; Bukatko, D., 2008; Crosnoe, R. & Trinitapoli, 2008). Many emerging adults experiencing homelessness do not have this familial support. One study found that up to one forth of youth emancipated from the foster care system had been homeless for two to four years (Annie E. Casey Foundation, 2004). OutsideIn educates all of its volunteers regarding specific statistics on homeless youth and reports that 90% of homeless youth report some form of violence in their homes, with 36 % of girls reporting a history of sexual abuse (p. 7, 2008). These numbers make it apparent that emerging adults experiencing homeless face many difficulties as they navigate through identity formation toward self-sufficiency.

Despite the difficulties of making this transition with decreased familial and social support, there are personal narratives of triumph. The question then becomes, what supports or characteristics were able to guide these individuals toward successful adulthood? Resilience is defined by Masten, Obradovic, and Burt as “patterns of positive adaptation in the context of significant threats to function or development” (2006). These authors belong to a growing number of psychologists, sociologists, and anthropologists who study individuals described as “marginalized” and desire to turn from a focus of disempowerment to a story of crafting normalcy based on individual strengths (Ahern, 2008; Buzzanell, 2010; Gilligan, R., 2008; Oddone, 2002).The process of researching the particular strengths of the emerging adult homeless population shares the same obstacles as researching a transient population in general. Despite the challenges, a few studies continue to turn the discussion from one focused on the risks and challenges with this population to one highlighting positive coping skills and resilience.

A study by Kidd and Sharhar (2008) surveyed 208 homeless young adults living in New York and Toronto to find out how social involvement, self-esteem and secure attachment relate to physical and mental health. Self-esteem emerged as a major protector, associated with lowered feelings of feeling trapped, loneliness, and suicidal ideation. The “Social Enterprise Intervention,” a pilot vocational training program for homeless youth developed by Ferguson and Islam found that engagement in mentored job training was correlated with increased self esteem of participants (2008). This program promoted mentored engagement in job training, business skills, and service, allowing the homeless youth participants a safe space to participate and improve their skills.

The Social Enterprise Intervention strives to give emerging adults experiencing homelessness the social support, mentorship, and exposure to skills that are often missing during this critical time of development. While studying resiliency in emerging adulthood, Masten et al., (2008) conclude that “conjunctions of individual motivation for change, growth in thinking and planning capacity, adult support, and contextual opportunities may create the conditions for changing the life course” (p. 186). Project SustAIn uses job and living skills training grounded in occupational

therapeutic intervention, in an emerging adults' everyday environment, to target the conjunctions of adult support and contextual opportunities. By providing these opportunities Project SustAIn gives Outside In's emerging adults increased confidence with developing skills sets and the thinking/planning that accompany those skills as well as exposure to expanded possibilities for the future.

Outside In's mission directly supports assisting emerging adults attain greater self sufficiency. By offering transitional housing, health care, job opportunities, and alternative education options, Outside In is able to provide a foundation of support for the emerging adults it serves. Grounded in a "harm reduction" model, Outside In upholds a "no judgment" attitude, meeting clients where they are, while seeking to support individuals on their way toward gradual behavior changes (Outside In volunteer handbook, 2008). This model allows for individualized multi-level services starting with providing clean needles to individuals involved in drug use and supporting clientele all the way to housing to individuals who have chosen to stop living on the streets. This model also allows for higher services like tiered job training, GED attainment, and case management. Project SustAIn offers another branch of higher individualized intervention to expand Outside In's already successful programs geared toward supporting increased self sufficiency and health of the emerging adults it serves.

## METHODS

Beginning in January, Project SustAIn 2010 was initiated by two occupational therapy students, Jennifer Potts and Heather Eoff (*referred to from this point forward in first person*). The key players in planning and implementing were three-fold: academic advising, implementation/action supervision, and project support.

- Academic advising was provided by Sandra Rogers, Ph.D., OTR/L on a biweekly basis in an informal 60 min meeting for updates, concerns and consultation.
- Implementation/action supervision was provided by Timothy Rich, OTR/L, and Pete Carpenter, OTR/L on a weekly basis in an semi-formal meeting for updates, concerns, planning and problem solving.
- Project support was provided by all other partners including but not limited to Outside In staff—Matt Eide, Education Resource Center Director & Instructor; Jody Victoria, OTR/L; Erin Ehley, Rise Case Manager; and Payal Razdan, SustAIn Garden Coordinator.

Refer to Appendix B for a detailed Timeline of Project SustAIn 2010.

### Preparation

Following the initial project *objective meeting* (see Appendix C for Project SustAIn Objective Meeting) with Pete and Timothy, preparatory research for Project SustAIn 2010 began. Research included a literature search including article, book and web review on topics regarding gardening in the northwest, nationwide homeless youth gardening programs, horticulture, and the local homeless youth service infrastructure. In addition, informal information meetings were arranged with a horticulture therapy student and Jody Victoria of Outside In. All information gleaned from the literature search and information meetings further informed and provided a foundation from which to build and further Project SustAIn 2010.

Based on the information gathered throughout our research and interactions with all parties involved and the targeted population we would be serving (youth experiencing homelessness), it was determined that a new tract would be the best fit for continuing the objectives of Project SustAIn and facilitating new independent living, transitional and vocational skills for the youth of Outside In. The decision to create a cooking tract further built upon Project SustAIn's larger objective to expand and create a variety of opportunities that would benefit and best serve the youth experiencing homelessness or low income living.

Necessary to our involvement in Outside In, the organization requires a mandatory 1 ½ to 2 hour orientation and volunteer/boundaries interview—this was completed with Lauren Chandler, Volunteer and Development Coordinator (See Appendix D for Outside In's Volunteer Handbook). Upon completion of the orientation and interview, the Project SustAIn action plan meeting was scheduled (see Appendix E for Project SustAIn Action Plan Meeting)—the individuals involved in this meeting included both Heather and Jennifer, Pete, Tim, Matt and Jody. From this meeting the expectations of the project for 2010 were established as well as the format of completing the project. The format for Project SustAIn 2010 would be 3 group modules followed by a 10 week stipend work experience translated to 10 sessions with the SustAIn garden coordinator and 10 sessions with occupational therapy (4 lead by Heather and Jennifer, continued by Tim and Pete for the final 6 sessions).

### **Group Modules**

The first phase of Project SustAIn 2010 consisted of three group sessions focused on the independent living skill of cooking. These sessions took place in the Education Resource Center (ERC) of Outside In's Jefferson Building. Each group was planned to last two hours and accommodated a maximum of ten participants (including ourselves). The first two group sessions had four participants and the third session had three participants (not including ourselves). Two of the participants showed up to all three of the sessions. Based on feedback from ERC staff, the consistency and number of individual's who participated in the group sessions indicated strong aspects of these cooking groups. See Appendices F, G, and H for the group modules created for SustAIn 2010.

Group modules were planned and facilitated with goal of meeting youth at their current economic and cooking experience levels. This meant planning each cooking module with specific focus on simple, low cost recipes that use minimal cooking equipment. After researching health trends in the homeless population and finding the high prevalence of poorly controlled Diabetes Mellitus II, hypertension and high cholesterol in the homeless population (Lee, T., Hanlon, J., Ben-David, J., Booth, G., Cantor, W., Connelly, P., et al., 2005) we added a focus on maximizing the healthy components of each meal/dish with special attention to including low fat protein components (ground turkey, tuna and chicken) and limiting carbohydrates. In addition to pre-planning, each module included a wrap up to get feedback on components of the experience that could be modified to better suite the participants including choosing the main components for the next recipe.

Our role during the group session was one of facilitators rather than teachers. This approach was used to promote sustainable skills of utilizing and attaining resources and following written directions. For example, if questions arose during the cooking session we would direct

participants back to the recipe or to use their peers for clarification rather than answering the questions directly. This approach also created a nonjudgmental environment allowing for rapport building in a context where volunteer staff fluctuate frequently.

### *Preparation Work*

Each group module included a specific preparatory routine that included: picking the recipe, calculating the serving size cost, and recipe familiarization. The recipe was selected based on the factors mentioned above in addition to the wrap-up feedback elicited from the participants. Once a recipe was chosen we went to the store to create a budget for the recipe, planning for a maximum of ten serving sizes. Our goal was to make sure the cost of a serving size was less than \$2.00 so the meal option we were providing was competitive with low cost fast food options. Once the single serving cost was acceptable we familiarized ourselves with the recipe by cooking it. This process, although time consuming, helped us anticipate potential difficulties following the recipe as well as equipment and space demands. The final step in preparation was designing a recipe that could be handed out to participants so they could duplicate the meal on their own.

### *Structure/Format of Group*

In order to include and build on the themes of Project SustAIn 2009's gardening and growing, we designed each module to open with a planting activity where we planted at least one ingredient used in the module recipe. Sowing seeds as the introductory activity served as means of supporting the benefits of gardening as a therapeutic process while encouraging investment in the full activity. The planting activity provided the clients the opportunity to bridge the connection between nurturing and beginning the life cycle of a plant with the use of that plant in a healthy dish.

Following the planting/sewing activity the group transitioned to the cooking experience. The first step of this experience was having the group decide who would take on the necessary recipe tasks. This was a voluntary process because we never knew who would attend and we wanted to provide an atmosphere of low anxiety thus promoting participation and skill building. Generally participants chose tasks that they had previous experience with but because we had chosen recipes that utilized unique foods these tasks consistently had one or two novel aspects.

The final component to the group session was sharing the meal/dish we created. Although this aspect of the plan was the least intentionally planned, it became a highlight of all of the groups. We used this part of the meal time to build rapport with participants through casual conversation and gather feedback about what they thought was successful about the experience. See the discussion for further insight gained from this component of the cooking modules.

### **Work Experience: Individual Sessions**

The second phase of Project SustAIn 2010 was the SustAIn Youth Work Experience Individual Sessions. As mentioned previously this was a ten week stipend experience wherein the youth would participate in 10 sessions with the garden coordinator and ten sessions participating in individualized occupation based activities facilitated by us for four sessions followed by six sessions facilitated by Pete & Tim. For each session, the youth met us at the Education Resource Center; upon arrival the youth would either relocate to the Underground in the Main Outside In

building, continue their individual sessions at the ERC or move to an off-campus site for an occupation based activity.

The criteria used for the youths' participation in the work experience were based on: established rapport from group module participation, identified need from occupational therapy student/youth interactions during the group modules and consistent attendance of the group modules. Based on these criteria we actively advocated for the two youth that attended all three group modules with RISE (Outside In's mental health service program) and Matt. Upon confirming the youth's involvement in the work experience, we met with the garden coordinator, Payal and Matt to determine roles, work experience objectives and coordinate a method for communicating ongoing observations and need for support. From this meeting it was determined that the youth would participate in two hours of occupational therapy lead sessions on Mondays with one hour of independent work and two hours of garden coordinator lead sessions on Tuesdays. Erin Ehley would act as the youth's supervisor for completed hours and pay with Matt attending to the youth's attendance and timeliness. Following this meeting we began the necessary steps for starting the individual sessions.

#### *Role of Occupational Therapy in the Work Experience*

Our role as the occupational therapy students and work experience facilitators was to assist the youth in identifying and creating action plans with the use of an occupation based project. Each session looked different, however it was our intention to provide necessary scaffolding to attain identified vocational and work skills. In addition we focused on enhancing each individuals' personal needs that influence day to day living particularly related to transition from street to home living. The level of assistance varied for both participating youth and required different levels of involvement with each (i.e., coaching, facilitation, consultation).

#### *Assessment and Client Centered Intervention*

In general, we both sought to be client centered and consistent in our services. Both youth actively engaged and collaborated in the occupational profile development, assessment/evaluation process and work experience goal establishment. To comprehensively develop client-centered work experiences for both youth, we chose the Occupational Self Assessment Version 2.0 as the assessment and building block for each youth's plan of care. Each assessment was interpreted and written into an assessment write-up and scanned into Outside In's electronic documentation system as were each youth's plan of care. To further maintain our desire for client centered services we each chose to work specifically with one of the two youth over all four session rather than rotate from week to week.

Prior to the start of each individual session we planned activities based on each youth's identified goals for the work experience and a two hour time frame keeping in mind the need for flexibility and change to meet the day to day needs of the participating youth (see Appendix I for SustAIn WEX Individual Session Plan Example). The sessions were either geared specifically towards individual goal attainment or a mix of group work followed by breaking off to individual goal attainment or occupation based activity. For example, one session we facilitated a *personal and professional boundaries* activity (see Appendix J for Daily Life Boundaries and Behaviors Worksheet) and discussion followed by breaking off into individual work. Following each session, we completed a SOAP note for each youth and distributed it to Payal, Matt, Tim, Pete

and Jody as a way of communicating identified work experience projects, progress towards goals and plans for subsequent sessions.

### *Transitioning of Occupational Therapy Lead Sessions*

As the fourth individual work experience session drew nearer, it became apparent and necessary to plan to transition from us leading the sessions to Pete and Tim. In anticipation of the youth's needs and the importance of building rapport and trust we built in a transition activity into the fourth individual session. We utilized the final hour of the session to assist in the transition and relationship building between Tim and Pete, and the youth. In-line with SustAIn 2010's original tract of cooking, we celebrated the transition with a quick and easy shared meal to reflect and provide feedback about the work experience. Both Tim and Pete would continue working with each youth towards their identified goals and plans of care while also maintaining the client centered approach that we had intentionally implemented throughout the SustAIn work experience process.

## **RESULTS**

Throughout this process, we considered ourselves to be serving two clients, Outside In and the youth experiencing homelessness that utilize services at Outside In. This made gathering feedback of program efficacy a multilayered process. We used informal review immediately following the group cooking sessions to guide our future sessions by asking ERC staff present during the session to give areas of strength and weakness. As stated in the methods section above, the feedback we received from staff was that the groups had many strengths as indicated by the consistent attendance and number of participants. During the individual sessions we consulted with Jody Victoria OTR/L to make sure we were not duplicating services the individuals already received and our goals were appropriate for our role.

To gather participant feedback we used surveys and informal feedback. At the end of the group sessions we had the participants fill out a closing survey (See Appendix K for Closing Survey Results). The survey indicated that the groups provided many new experiences and that many of the aspects of the group were enjoyable for participants. The survey results also suggested further interest in a SustAIn course related to Bike Repair, Leisure and/or pet care/companionship. Individual sessions elicited informal feedback to plan subsequent sessions. For example, after one participant expressed the desire to work on communication skills, we planned the next session to include a group activity around communication/behaviors in professional and personal situations. Another participant articulated that the reason she believed the individual sessions to be beneficial was because "it is all about supporting my goals, not some goals you give to everyone but I know whatever I want to work on, you'll help me find the steps to get there."

## DISCUSSION

### Process Reflections

The value of Occupational Therapy services during times of transition has been strongly represented throughout the process of SustAIn 2010. Facilitating group sessions oriented around the independent living skill of cooking also built in components of following instruction, attaining resources, social engagement as well as the more technical aspects of using a microwave and preparing food. In the educational literature, these “soft skills” can often be the most difficult to teach but by enacting these skills in a safe environment allows the beauty of occupational engagement to be seen. Using the occupational therapy process of evaluation, intervention, and outcomes with a client centered focus, all current buzz words, but invaluable to building rapport and making interventions relevant particularly with emerging adults experiencing homelessness. The individuals utilizing Outside In have a milieu of services that provide an excellent foundation for providing safety and the foundation of basic living needs (food, shelter, health care). Occupational therapy services, with Project SustAIn as an offshoot, offers individualized plans and the lived experience of working through those action steps in a way that doesn’t give the answers, but rather, walks beside to find the answers.

In reflecting on the group modules of Project SustAIn 2010, one of the aspects that contributed to consistent attendance and number of attendants was the cyclical nature of the process of planting to eating. One of the participants put this into words when she said: “Kids need to know where their food comes from.. I would come here [Project SustAIn group sessions] just to cook.” There was a beauty in combining a long term project of planting seeds with the short term success of cooking and eating a meal. This made every group session a successful experience to build on for each participant while capturing their long term interest with investment in the seeds they planted.

### Suggestions for Further Growth

After reflecting on the entire process of Project SustAIn we have come up with the following suggestions for Project SustAIn’s future growth.

- Initiate Outside In orientation earlier in the process: Outside In currently requires all volunteers to attend a volunteer orientation and interview. These steps could be taken shortly after IPP projects are chosen (Fall Semester of MOT3 curriculum). If this process was initiated earlier it would provide time to create more group modules, or individual sessions. This suggestion was given by Lauren Chandler, Volunteer & Development Coordinator at Outside In during our volunteer interview.
- Increase communication between all staff and interns involved in Project SustAIn. We had all of our materials available on GoogleDocs for all invested individuals to view and would recommend this or something similar be used in future years. In addition to this viewing forum we suggest having written expectations of a standard process to make sure each party is viewing the documents or at least know they are available on the shared forum. This suggestion (to increase communication between all involved participant supervisors) was brought up by one of the students at our final individual session in regards to how the program could be improved.



- With the addition of more Project SustAIn tracts, we recommend capitalizing on the expansion of involved individuals by running at least two tracts simultaneously (i.e. cooking and planting, or planting and bike repair, etc.). This year was important for examining if Project SustAIn could be expanded to include related aspects of gardening, after witnessing the success of this outshoot, we recommend the furthered expansion through leading simultaneous tracts for next year.
- Specifically regarding leading group sessions, we recommend continuing to combine a long term process with short term successes. For example, with bike repair, one could have one bike that will go from broken to functional after three-four group modules while the participants have the opportunity to fix just one element of a bike each session.

### **SustAIn's Future**

One of the most exciting aspects of the continued growth of Project SustAIn is the timing of Outside In expanding occupational therapy services. For the past two years Project SustAIn has been creating a space where students can attain educational credits as well as practice job and independent living skills based at the Educational Resource Center. Outside In has recently started efforts to expand and create an occupational therapy department ran by Jody Victoria OTR/L that will assist youth utilizing Outside In services during their transition from supported living to independent living. With this goal in mind it seems very organic that Project SustAIn would provide a support branch to this emerging department. Project SustAIn would be able to offer the same services (i.e. educational credits, job readiness, and independent living skills) but those would those services would then become billable occupational therapy intervention under Jody Victoria's supervision.

### **CONCLUSION**

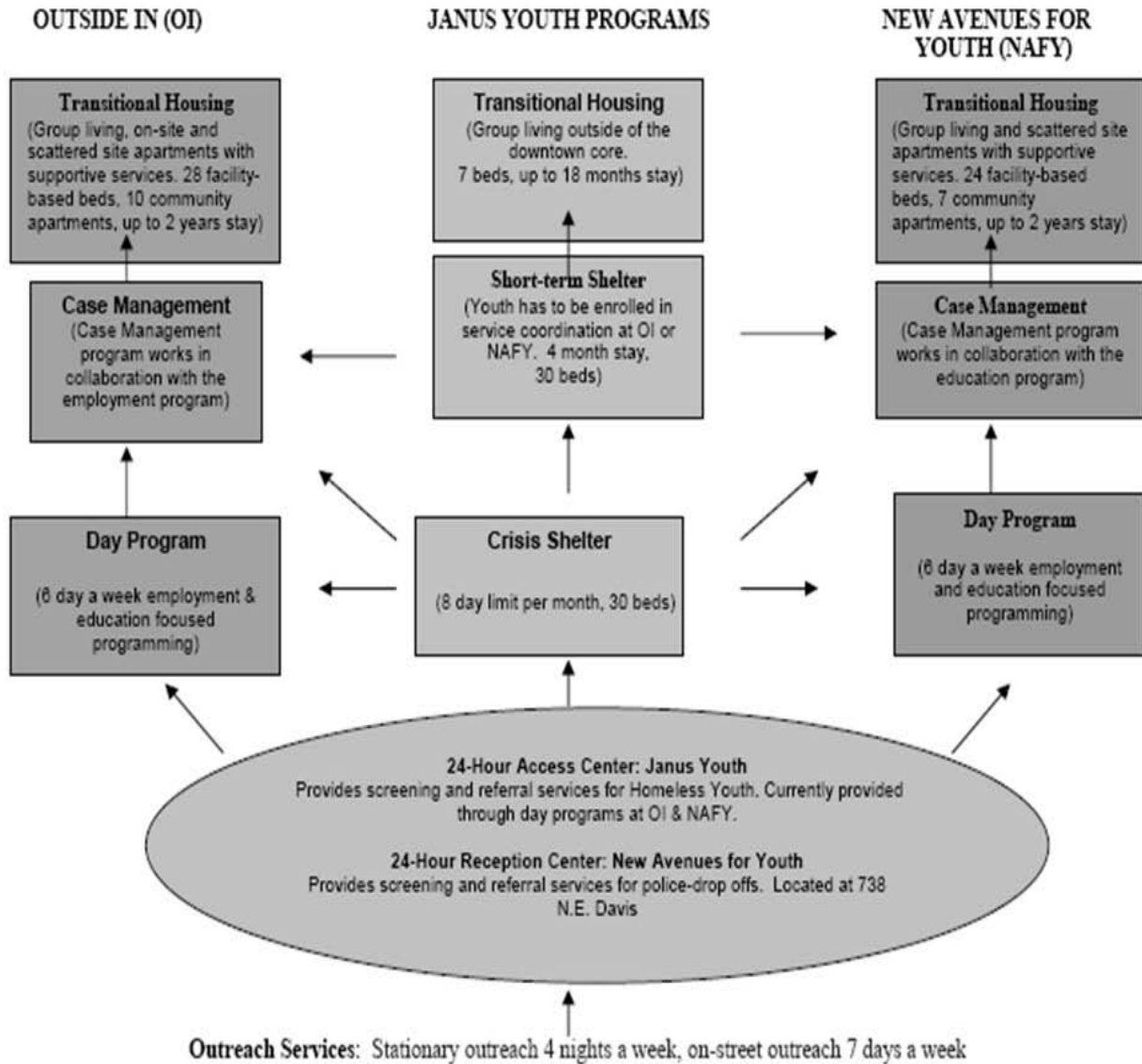
Project SustAIn 2010 opened doors, both new and familiar, for professional relationship building, discovering new areas of influence for occupational therapy and learning the process of enacting innovative practice with a unique population. Through implementation of both group and individual work experience sessions, occupation based activities and occupational therapy service provision facilitates the success and role transition from street to home living for youth that experience homelessness. As a result of the success of this year's implementation of SustAIn, it is our belief that SustAIn has potential for growth and expansion not only in and of itself but within a larger occupational therapy structure at Outside In. We look forward to watching the growth and forward movement of Project SustAIn's involvement at Outside In.

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# Appendix A

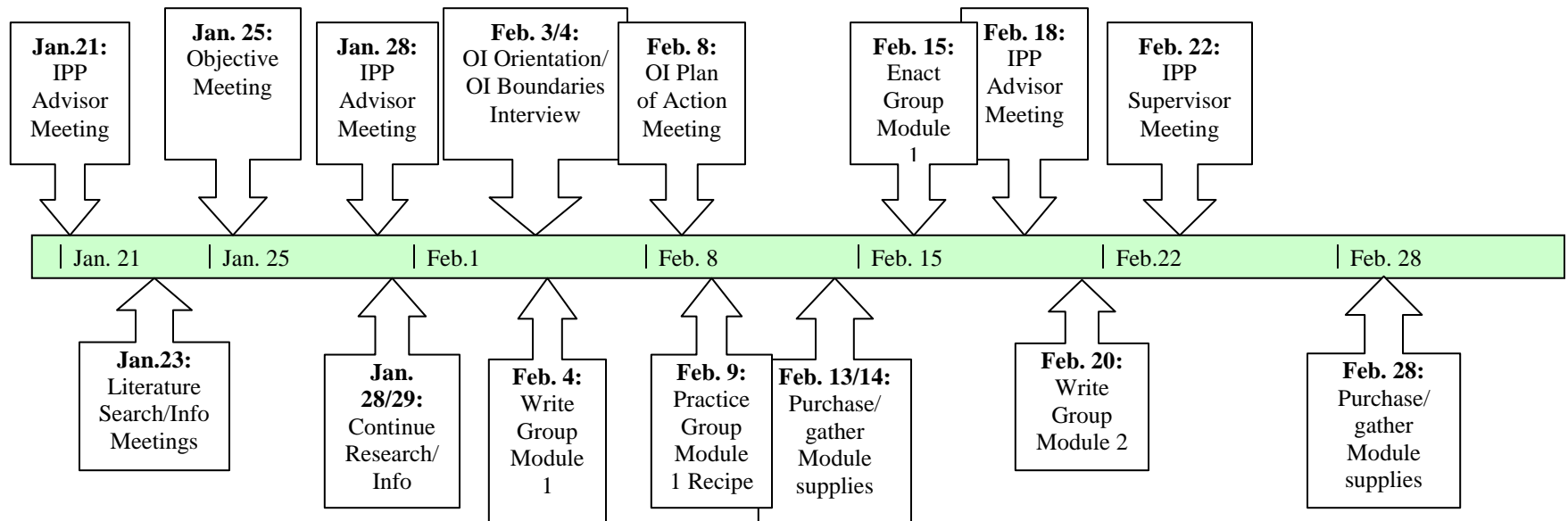
## Portland Homeless Youth Continuum



\*\*Retrieved March 12, 2010 from the League of Women Voters of Oregon Studies & Publications website at [http://www.lwvor.org/documents/HomelessYouth2006.htm#\\_ftnref27](http://www.lwvor.org/documents/HomelessYouth2006.htm#_ftnref27)

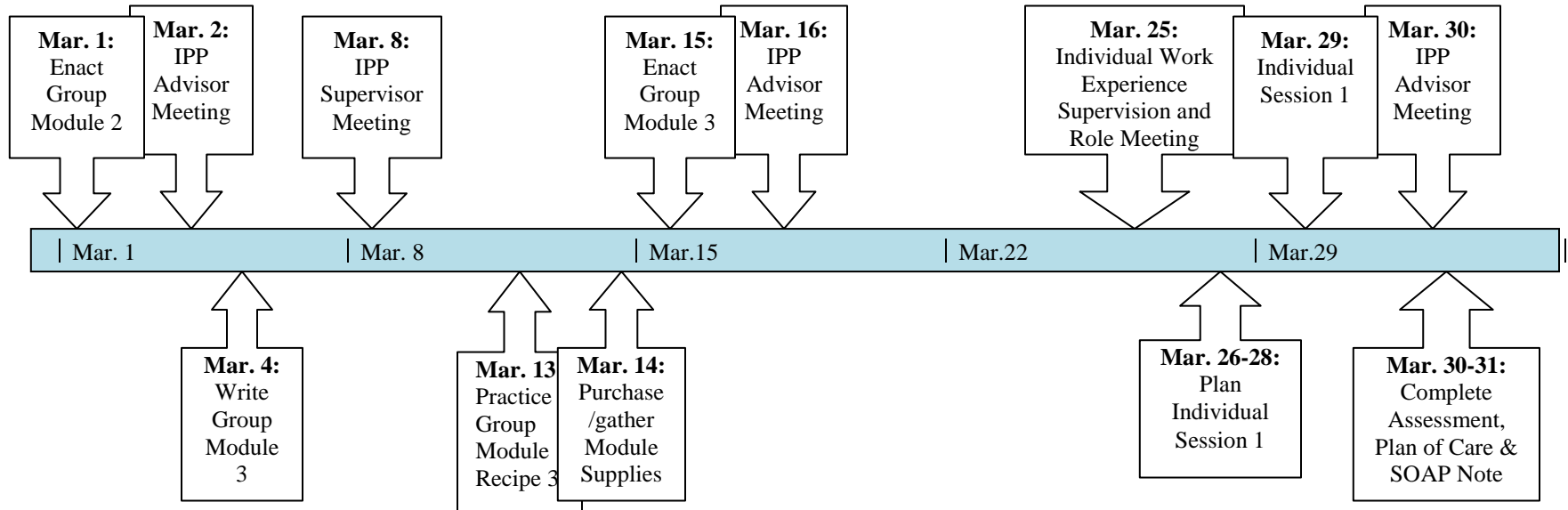
**Appendix B**  
**Project SustAIn 2010: Action Timeline**

# January/February 2010



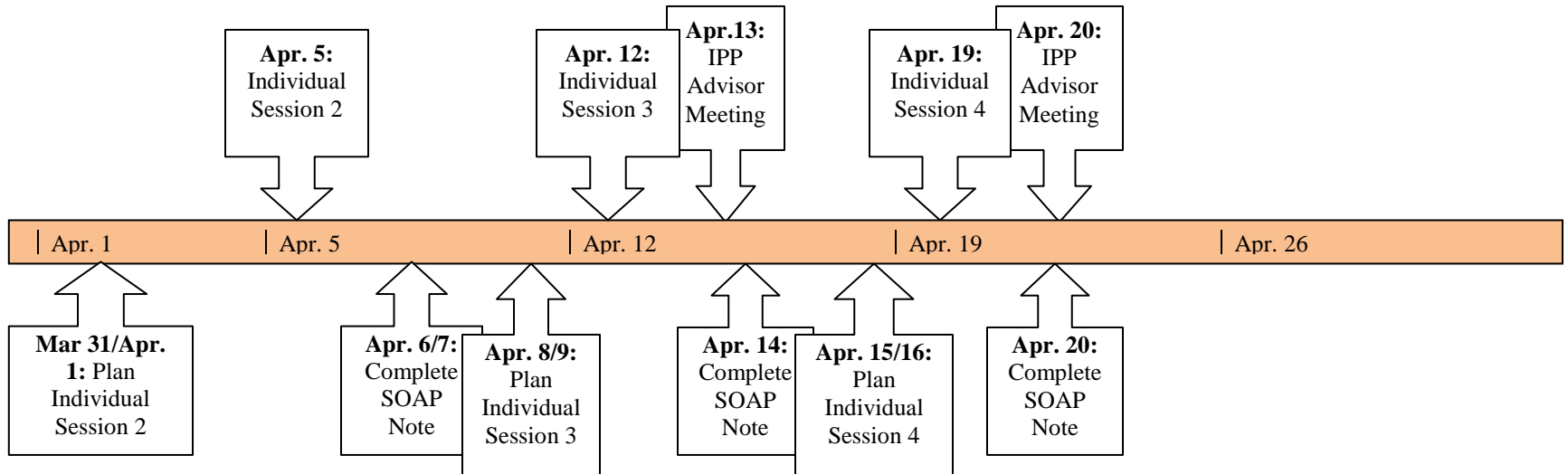
Appendix B  
Project SustAIn 2010: Action Timeline

# March 2010



**Appendix B**  
**Project SustAIn 2010: Action Timeline**

# April 2010



## Appendix C

### Project SustAIn Objective Meeting Minutes

Monday, January 25, 2010

2 p.m.

Attendance: Jennifer Potts, Heather Eoff, Tim Rich, Pete Carpenter

- Today we discussed the following items:
  - Guidelines and timeline for implementation of SustAIn group modules and individual sessions (*see objectives*)
  - *Expectations for communication*—maintain transparency with Outside In via Tim & Pete, establish contacts with Outside In to foster relationships and maintain chain of command (Tim & Pete→Matt→Outside In)
  - *Implementation of new tract* of SustAIn for this year's IPP: cooking
  - Reviewed objectives for project implementation
  - Possible use of sensory assessment—not definitive
  - Possible needs assessment for additional tracts within SustAIn
  - Best way to contact Tim & Pete: e-mail
  - 1<sup>st</sup> module due date confirmed (*see objectives*)
  - *Supplies*: Time & Pete will provide
  
- **Vision of SustAIn**: inherently therapeutic activities such as gardening, building job skills, bringing occupation & health together
- **Mission of SustAIn**: teach skills applicable to homeless youth, self-sustainability, practical skills, independence
- **Trajectory of SustAIn**: keep SustAIn at Outside In with different vocational tracts/modules
  
- To do:
  - Research homeless youth infrastructure
    - Outside In
    - Janus Youth
    - New Avenues for Youth
    - NAYA (Native American Youth Association)
    - P:EAR

## Appendix D

# Outside In Volunteer Handbook

\*\*For educational purposes only, not for redistribution. Provided by *Outside In*, updated March 2009.



## Appendix E

### Project SustAIn Action Plan Meeting Minutes

Monday, February 8, 2010

1 p.m.

Attendance: Matt Eide, Tim Rich, Pete Carpenter, Jody Victoria, Jennifer Potts & Heather Eoff

#### Summary:

- Supplies for Module 1 will be provided by ERC kitchen area, Pete, Tim, Heather and Jen
- Skill development list for individuals sessions need to be developed
- Map of outcomes needs to be developed for individual sessions with broad objectives for group modules
- Matt will invite/recruit youth for participation and contact clinic about potential involvement in 2<sup>nd</sup> Module on March 1<sup>st</sup>
- Will tie in and emphasize involvement of OT within/across OI through Jody's participation in Modules, introducing OT to youth every session and presenting results of program to OI at summation of SustAIn 2010

#### Education Resource Center/Project SustAIn:

- Timeline of SustAIn:

2 years ago → → → Nov. → → → Dead → → → Pete & Tim → → → (1) Service learning group  
Matt & tutor started (the plants) know someone met 1 x wk, lesson involving  
start garden raised ☺ & they know how youth planning the garden  
program boxes to garden (2) Stipend work experiences

- Current SustAIn for 2010:
  - Funding for 2 more work experiences
  - Service learning groups once every 2 wks
  - There is a want to tie in science labs with service learning groups
  - There will be a garden coordinator

#### Group Modules:

- Logistics of indoor gardening:
  - *Lighting/windows*—can utilize Jody's space for plants that remain at OI
  - *Watering*—possibly ask Tanya or Jody to help, may need to take some plants home every week (this will be important for the youth investment which does not necessarily happen the first session of sewing seeds)
- Marketing and recruiting youth for participation
  - Matt will take care a lot of the recruitment, he will leverage the other OI departments via email
  - Jen & Heather will develop “advertisement/marketing” cards for the youth

## **Appendix E: OI Action Plan Meeting Minutes, cont.**

- Guest lecturers can be utilized for future modules
  - Talk with Matt first for approval if it is a one time visit
- Details for Module 1, February 15, 2010
  - ERC has microwave and utensils
  - ERC/Pete & Tim will provide seed packets, soil, egg cartons and plastic trays
  - Jen & Heather will provide cooking ware and recipe ingredients
- Ideas for Module 2, March 1, 2010
  - Matt may be doing a science lab on the calorie and diabetes
  - Possibly tie in science lab into module involving clinic and discussion of diabetes (i.e., functional influence of diabetes on daily living)

### Individual Sessions:

- Prior to individual sessions starting (after spring break), key players need to gather and delineate and define roles and responsibilities
- Need to develop objectives for individual sessions from occupational therapy perspective
  - Assessment for students and future job attainment
  - From assessments developing a functional/job readiness profile (i.e., ability to follow multiple step instructions, punctuality, time-use/management skills, etc.)

### Misc. Pragmatics/Logistics:

- Jody Victoria's involvement in ERC/SustAIn programming will be to attend meetings and attend group modules to connect OT involvement consistently within OI
- Pete and Tim have photo releases and will have available for youth to sign
- Matt's role in SustAIn modules will be some participation and support for interacting with youth—he can commit the 1<sup>st</sup> hour on Mondays to involvement/participation

### Module Feedback:

- Introduce what OT is to youth
- Share the trajectory of future modules and overall SustAIn program (i.e., two paid positions will be offered)
- Provide instructions for module at beginning of session and provide outline of session
- Remember to label the plants clearly
- Instructions for indoor sowing
  - Each participant will get one dozen egg carton
  - Moisten egg cartons
  - Plastic trays will be used to place egg cartons on
  - Fill 2/3 of the way with soil, make a divot ¼ inch into soil, 2-3 seeds per divo

# Appendix F

## Group Module 1

Pacific University in Oregon  
School of Occupational Therapy  
Group Session Module  
Heather Eoff, MOTS and Jennifer Potts, MOTS

### Group title:

Project Sustain: Creative Cooking

Group Module 1 of 3: 2/15/10

### Activity:

1. Sowing green pepper seeds indoors
2. Preparing, microwave cooking and eating stuffed green bell peppers

### Purpose:

As a tract off of Project SustAIn's gardening program, sowing seeds as the introductory activity serves as means of supporting the benefits of gardening as a therapeutic process while encouraging investment in the full activity. This planting activity provides the clients the opportunity to bridge the connection between nurturing and beginning the life cycle of a plant with the development and use of that plant in a healthy and tangible way.

The cooking portion of this activity is set up to raise an awareness of utilizing healthy ingredients to prepare a meal with the use of a microwave without necessity of a conventional kitchen. In conjunction with bringing the growing process full circle, this activity is designed for clients to learn and practice independent living skills as well as collaborative working skills for meal preparation.

The skills practiced and attained within this activity further support a clients transition to independent living while benefiting from the therapeutic process of sustainable skills such as gardening and cooking.

### Steps:

1. Introduction:
  - a. Who leaders are
  - b. Outline and purpose of time together
  - c. General rules established by group

Duration 10 minutes for typically functioning groups

2. Sowing green pepper seeds indoors
  - a. Set up table and window area for completed plants.
  - b. Clients select one packet of green pepper seeds.

## Appendix F: Group Module 1, cont.

- c. Clients familiarize themselves with sowing instructions, harvest dates/timelines and methods, light/sun requirements and spacing. Information will be provided per verbal assistance and reference to instructions on seed packages and Growing Vegetables West of the Cascades (Solomon 2000).
- d. Group leaders will demonstrate the activity.
- e. Clients will gather necessary materials: cartons, seed trays and soil.
- f. Clients begin sowing seeds with assistance as per client needs.
- g. Clients will place their completed trays on the table next to the window.
- h. Clients will clean up space in preparation of cooking activity.

Duration of activity: 30 to 45 minutes for typically functioning groups.

3. Preparing, microwave cooking and eating stuffed green bells peppers
  - a. Ask if anyone is vegetarian or is uncomfortable eating turkey
  - b. Clients will read recipe as a group followed by splitting up group roles (rice cooker, turkey breast handler, pepper cutter, onion cutter, food preparer, stuffing mixer, pepper stuffer, manager). Note: depending on group size, clients may need to take on 2 or more roles to complete this cooking activity.
  - c. Clients will gather ingredients and cooking equipment necessary for their specific role.
  - d. Clients will complete their roles referring to recipe instructions (see *attached* recipe) and group leader assistance when necessary. Note: clients will be cleaning and setting the area up to eat during times that a role is completed.
  - e. Clients will complete cooking, serve and eat the stuffed green bells peppers.
  - f. Clients finish cleaning up.

Duration of activity: Approximately 45-50 minutes for typically functioning groups.

4. Wrap-up (to be completed while eating)
  - a. Ask group members to share one thing they enjoyed about activity and one thing that could be changed
  - b. Ask for suggestions of foods they are interested in using
  - c. Give out cards, offer recipes

Duration of activity: approximately 10-15 minutes for typically functioning groups

### Cost:

The cost involved will be associated with purchasing groceries for 8 serving sizes of stuffed peppers and non-latex gloves for food preparation and/or sensory sensitivities. The food cost will be donated by Pacific University School of Occupational Therapy. The authors will provide 2 covered glass baking dishes and two cutting boards; in the future collaboration with the Day Program kitchen could provide this equipment. The Education Resource Center will provide dishes, utensils and other cooking tools (i.e., spatula). Left over seeds from last year will be used for the indoor planting portion of the activity; the seeds, soil, seed trays and planting cartons will be provided by SustAIn.

## Appendix F: Group Module 1, cont.

Grocery List	Individual Price	Total Price
8 Green Peppers	\$0.79	\$6.32
16 oz of ground turkey breast	\$3.19	\$3.19
1 cup chopped onion	\$0.69	\$0.69
16 oz canned chopped tomatoes	\$1.50	\$1.50
2 cup cooked rice	\$3.00	\$3.00
1 ½ cup of shredded reduced fat mozzarella cheese	\$2.69	\$2.69
<b>Total</b>	<b>\$11.86</b>	<b>\$17.39</b>
<b>Cost per serving:</b>	<b>\$1.39</b>	

### Equipment:

#### Cooking Activity

- Microwave
- 2 Oven Mitts
- 2 glass bowls/dishes
- 1 fork, 2 spoons
- 2 large chopping knives
- Can opener
- Measuring cups & spoons
- 2 cutting boards

#### Gardening Activity

- 2-3 egg cartons, cut in half
- water spray bottle
- 3 packets of seeds (peppers, eggplant)
- bulk soil

### Space:

This module was designed so that the only heating appliance necessary is a microwave and access to a conventional kitchen is optional. The optimal space for this module would be quiet with minimal distractions and at least ten square feet of clean table surface to prepare the dish. Ability to sit or stand at the table would be preferred so participants can be comfortable while working.

## **Appendix F: Group Module 1, cont.**

### **Grading/Adapting:**

- Sitting and standing space at the table will be available to reduce fatigue and allow multiple preparation positions.
- Provide a vegetarian substitution of turkey (more rice) so eating preferences can be respected.
- Delegated roles can be combined or split depending on number of participants
- Rubber gloves available for any participant to decrease tactile sensations of task

### **Contraindications:**

Chopping knives will be counted at the beginning and the end of the session and Matt will be consulted as to specific participant risk for handling knives to minimize harm potential.

### **Performance Skills:**

The cooking portion of the module will be broken down into tasks that will be delegated at the beginning of the session by individuals volunteering for a task that they are interested in and their perceived ability is high. All participants handling food must have a sensory tolerance for washing hands. Verbal interactions with group members varies by role but most participants need to be comfortable verbally interacting with other members throughout the group cooking experience. (See *attached* list of skills necessary for specific roles)

### **Performance Contexts:**

OutsideIn is a non-profit agency dedicated to increasing health and self-sufficiency with youth experiencing homelessness in Portland. Working under the “harm-reduction model,” some of the services they provide are: a day program, a medical outreach program, clean syringe exchange, risk education, a medical clinic that’s services includes tattoo removal, transitional housing, an employment resource center, and case managers. The Urban Ed Alternative School, part of the Employment Resource Center (ERC) provides GED preparation, general skill development, and post-secondary training and education. The 2:00-4:00 session is in downtown Portland at the Jeffery Building. Heather Eoff, Jennifer Potts and Matt Eide will be jointly facilitating this session.

## Appendix F1: Module 1 Master Recipe & Group Roles

### Green Stuffed Peppers:



#### Ingredients :

- 4 medium-sized, green peppers
- 8 ounces extra lean ground turkey breast
- 1/2 cup chopped onion
- 8 ounce can tomatoes, finely chopped and undrained
- 1/4 reduced-sodium ketchup
- 1 cup cooked rice (see box directions)
- 3/4 cup shredded Kraft reduced-fat mozzarella cheese
- 1 teaspoon Italian seasoning

1. Prepare peppers: Wash, cut tops off, remove seeds, rinse
2. Place peppers in microwaveable dish - cut side up - cover

Microwave for 3 minutes, take out of microwave, uncover and set aside

3. In medium mixing bowl combine meat and onion
4. Make four meat & onion patties and place on a microwave safe plate
5. Cover patties with paper towel  
Microwave for 2 minutes
6. Take patty-plate out and flip the patties  
Microwave for 2 minutes
7. Take patties out, transfer them to a clean plate
8. Break up patties into small pieces of cooked meat
9. Wash medium mixing bowl
10. In mixing bowl combine: crumbled meat, cooked rice, undrained tomatoes,  
1/2 cup mozzarella cheese, ketchup, and italian seasoning
11. Spoon mixture into green peppers
12. Re-cover: Microwave for 4 minutes then turn dish, microwave 4 more minutes
13. Uncover and sprinkle 1 tablespoon mozzarella cheese on top of stuffed peppers

### Group Roles: Module 1

**Rice cooker:** semi-independent task with infrequent communication with group

**Motor:** moderately accurate praxis using measuring cup with frequent bending and reaching; lifting approximately five lbs

**Process:** able to follow three step written instruction (adapt by using one step verbal instruction), at least two, five-minute sustained attention

**Communication:** ability to verbally communicate any confusion regarding task

### Turkey breast handler:

**Motor:** occasional lifting up to five lbs

**Sensory:** tolerate smell of cooking meat; tolerate tactile experience of handling uncooked meat

**Process:** able to follow three step written instruction; safety awareness of handling hot dish and oil from turkey meat

**Communication:** ability to verbally communicate any confusion regarding task

## **Appendix F1: Module 1 Master Recipe & Group Roles, cont.**

### **Pepper cutter:**

Motor: motor praxis to cut tops off of peppers

Sensory: tolerate smell of pepper, visual acuity necessary to handle knife

Process: safety awareness using pairing knife, at least two five-minute blocks of sustained attention

### **Onion Cutter:**

Motor: motor praxis to chop onion into small pieces

Sensory: tolerate smell and common eye response of cutting onions; visual acuity necessary to handle knife

Process: safety awareness using pairing knife, at least two five-minute blocks of sustained attention

### **Food Preparer:**

Motor: lifting up to 3 lbs; ability to use can opener, ability to use measuring cup

Sensory: tolerate tactile sensation of handling food under water

Process: ability to follow one step verbal instruction and generalize sequencing to various food items

Communication: frequent verbal interaction with group members

### **Stuffing Mixer:**

Motor: moderate gross motor in hands and arms for pouring and mixing items

Sensory: tolerate tactile sensation of mixture texture on hands

Process: ability to follow three step instructions (written and/or verbal), at least four minutes of task-focused attention or ability to be re-directed

Communication: consistent verbal interaction with group members to gather items

### **Pepper Stuffer:**

Motor: lifting up to five lbs, moderate fine motor in hands to push stuffing into peppers

Sensory: tolerate tactile sensation of stuffing mixture texture on hands

Process: ability to follow two step instructions (written and/or verbal), at least four minutes of task-focused attention or ability to be re-directed

Communication: infrequent group interaction

### **Manager:**

Motor: frequent walking, increased body awareness to be present to others but not in the way

Process: must be able to follow ten step written instructions, short term memory to remember basic process sequencing

Communication: constant interaction with group members, constant need to verbally direct group members in overseeing process



# Appendix G

## Group Module 2

Pacific University in Oregon  
School of Occupational Therapy  
Group Session Module  
Heather Eoff, MOTS and Jennifer Potts, MOTS

### Group title:

Project Sustain: Using Herbs to Spice up a Meal  
Group Module 2 of 3: 3/1/10

### Activity:

1. Sowing or propagation (with involvement from SustAIn Garden Coordinator) variety of herbs
  2. Preparing open-faced tuna sandwich using dill
- (alternate 1 - guest speaker talks about diabetes as it relates to specific population and lifestyle)

### Purpose:

As a tract off of Project SustAIn's gardening program, sowing seeds as the introductory activity serves as means of supporting the benefits of gardening as a therapeutic process while encouraging investment in the full activity. This planting activity provides the clients the opportunity to bridge the connection between nurturing and beginning the life cycle of a plant with the development and use of that plant in a healthy and tangible way.

The cooking portion of this activity is set up to raise an awareness of utilizing healthy ingredients to prepare a meal with the use of a convection oven without necessity of a conventional kitchen. In conjunction with bringing the growing process full circle, this activity is designed for clients to learn and practice independent living skills as well as collaborative working skills for meal preparation.

The skills practiced and attained within this activity further support a clients transition to independent living while benefiting from the therapeutic process of sustainable skills such as gardening and cooking.

### Steps:

1. Introduction:
  - a. Who leaders are
  - b. Outline and purpose of time together
  - c. General rules established by group

Duration 10 minutes for typically functioning groups

2. Sowing herb seeds indoors
  - a. Individually or in pairs - Clients select one packet of herb seeds. Clients will be given the opportunity to smell and touch herbs for sensory experience.

## Appendix G: Group Module 2, cont.

- b. Clients familiarize themselves with sowing instructions, harvest dates/timelines and methods, light/sun requirements and spacing. Information will be provided per verbal assistance and reference to instructions on seed packages and Growing Vegetables West of the Cascades (Solomon 2000).
- c. Group leaders will demonstrate the activity.
- d. Leaders will hand out necessary materials: cartons, seed trays and soil.
- e. Clients begin sowing seeds with assistance as per client needs.
- f. Clients will place their completed trays on the table next to the window.
- g. Clients will clean up space in preparation of cooking activity.

*Alternate Activity: potential guest speaker from OutsideIn health clinic to talk about Diabetes. Discussion will integrate health information with highlighting aspects of tuna recipe that are health promoting, which ingredients would need to be changed if an individual had Diabetes, and general health promotion eating habits. Sowing activity would be shortened or eliminated if speaker is lined up by Matt.*

Duration of activity: 30 to 45 minutes for typically functioning groups.

3. Preparing, convection oven cooking and eating open-faced tuna/dill sandwich
  - a. Clients will read recipe as a group followed by splitting up group roles (mixer, ingredient measurer, vegetable chopper). Note: depending on group size, clients may need to take on 2 or more roles to complete this cooking activity.
  - b. Clients will gather ingredients and cooking equipment necessary for their specific role.
  - c. Clients will complete their roles referring to recipe instructions (see attached recipe) and group leader assistance when necessary. Note: clients will be cleaning and setting the area up to eat during times that a role is completed.
  - d. Clients will complete cooking, serve and eat tuna sandwiches.
  - e. Clients finish cleaning up.

Duration of activity: Approximately 45-50 minutes for typically functioning groups.

4. Wrap-up (to be completed while eating or during down time)
  - a. a. Ask group members to share one thing they enjoyed about activity and one thing that could be changed
  - b. Ask for suggestions of foods they are interested in using
  - c. Offer recipes

Duration of activity: approximately 10-15 minutes for typically functioning groups

## Appendix G: Group Module 2, cont.

### Cost:

The cost involved will be associated with purchasing groceries for 8 servings of tuna cheese melt. The food cost will be donated by Pacific University School of Occupational Therapy and authors. The authors will provide measuring spoons, 1 cutting board, the aluminum foil and 8x8 metal pan; in the future collaboration with the Day Program kitchen could provide this equipment. The Education Resource Center will provide dishes, utensils and other cooking tools (i.e., convection oven, 1 mixing bowl, 1 cutting board, spatula, can opener, chopping knives). Seeds, soil, seed trays and planting cartons will be provided by SustAIn.

Grocery List	Individual Price	Total Price
2 (6 oz) cans of white tuna in water	0.79	1.58
1 cup + 2 tbsp shredded Kraft reduced-fat cheddar	2.00	2.00
½ cup chopped celery	1.27	1.27
4 Tbsp chopped onion	1.07	1.07
8 small whole wheat hamburger buns	2.19	2.19
Fresh mixed herbs (dill, parsley, thyme)	1.99	1.99
<b>Total</b>	9.31	10.10
<b>Cost per serving:</b>	1.26	

### Equipment:

#### Cooking Activity

- Convection oven
- 2 Oven mitts
- 2 glass bowls/dishes
- 1 fork, 2 spoons
- 2 large chopping knives
- Can opener
- 1 metal sheet for convection oven
- 1 roll of aluminum foil
- Measuring cups & spoons
- 2 cutting boards

#### Gardening Activity

- 2-3 egg cartons, cut in half
- water spray bottle
- 3 packets of seeds (dill, parsley, thyme)
- bulk soil

## **Appendix G: Group Module 2, cont.**

### **Space:**

This module was designed so that the only heating appliance necessary is a microwave as well as a convection toaster oven and access to a conventional kitchen is optional. The optimal space for this module would be quiet with minimal distractions and at least ten square feet of clean table surface to prepare the dish. Ability to sit or stand at the table would be preferred so participants can be comfortable while working.

### **Grading/Adapting:**

- Sitting and standing space at the table will be available to reduce fatigue and allow multiple preparation positions.
- Delegated roles can be combined or split depending on number of participants
- Rubber gloves available for any participant to decrease tactile sensations of task
- Graded assistance/instruction provided by authors based on participants needs, skill level and per participant request

### **Contraindications:**

Chopping knives will be counted at the beginning and the end of the session and Matt will be consulted as to specific participant risk for handling knives to minimize harm potential.

### **Performance Skills:**

The cooking portion of the module will be broken down into tasks that will be delegated at the beginning of the session by individuals volunteering for a task that they are interested in and their perceived ability is high. All participants handling food must have a sensory tolerance for washing hands and handling soil. Verbal interactions with group members varies by role but most participants need to be comfortable verbally interacting with other members throughout the group cooking experience. (See *attached* list of skills necessary for specific roles)

### **Performance Contexts:**

OutsideIn is a non-profit agency dedicated to increasing health and self-sufficiency with youth experiencing homelessness in Portland. Working under the “harm-reduction model,” some of the services they provide are: a day program, a medical outreach program, clean syringe exchange, risk education, a medical clinic that’s services includes tattoo removal, transitional housing, an employment resource center, and case managers. The Urban Ed Alternative School, part of the Employment Resource Center (ERC) provides GED preparation, general skill development, and post-secondary training and education. The 2:00-4:00 session is in downtown Portland at the Jeffery Building. Heather Eoff, Jennifer Potts and Matt Eide will be jointly facilitating this session.

## Appendix G1: Module 2 Master Recipe & Group Roles

### Tuna Cheese Melt:



#### Ingredients :

- 1 (6-ounce) can white tuna, packed in water, drained and flakes
- 1/2 cup + 1 tablespoon shredded Kraft reduced-fat Cheddar cheese
- 1/4 cup Kraft fat-free mayonaise
- 1/2 cup finely chopped celery
- 2 tablespoons finely chopped onion
- 4 small hamburger buns
- Fresh & dried herbs to taste

1. Preheat convection oven to 475 degrees
2. In a large bowl, combine tuna, Cheddar cheese, and mayonaise
3. Add celery and onion, mix well to combine tuna mixture
4. Evenly spoon about 1/2 cup of tuna mixture onto each bun
5. Wrap each bun with tuna in aluminum foil
6. Place wrapped buns on metal convection oven tray
7. Bake the sandwiches for 10 to 12 minutes or until hot
8. Serve and eat at once!

### Group Roles: Module 2

#### Food/Oven Preparer:

Motor: ability to use can opener and drain tuna, ability to use measuring cup and spoons, ability to peel outer layer of onion, ability to use convection oven and preheat to 475 degrees

Sensory: tolerate tactile sensation of handling food under water, tolerate moderate olfactory sensation of tuna

Process: ability to follow one step verbal instruction and generalize sequencing to various food items

Communication: frequent verbal interaction with group members

#### Tuna Mixer:

Motor: moderate gross motor in hands and arms for pouring, combining and mixing items, motor praxis for measuring and spoons

Sensory: tolerate moderate olfactory sensation of mixture (i.e., tuna, onion)

Process: ability to follow 2 sets, of 3-4 steps instructions (written and/or verbal), at least five minutes of task-focused attention or ability to be re-directed

Communication: consistent verbal interaction with group members to gather items

#### Celery Chopper:

Motor: motor praxis to chop celery into small pieces

Sensory: visual acuity necessary to handle knife and hold celery simultaneously

Process: safety awareness using knife, at least two five-minute blocks of sustained attention

## **Appendix G1: Module 2 Master Recipe & Group Roles, cont.**

### **Onion Chopper:**

Motor: motor praxis to chop onion into small pieces

Sensory: tolerate smell and common eye response of cutting onions; visual acuity necessary to handle knife and hold onion simultaneously

Process: safety awareness using pairing knife, at least two five-minute blocks of sustained attention

### **Sandwich Preparer:**

Motor: moderate fine motor in hands to spoon tuna mixture onto hamburger buns and ability to wrap/tent each open faced sandwich in aluminum foil, moderate motor praxis to use convection oven, putting sandwiches in and taking out of hot convection oven

Sensory: tolerate moderate olfactory sensation of mixture, tactile tolerance of using aluminum foil and handling sandwiches

Process: ability to follow five step instructions (written and/or verbal), at least five minutes of task-focused attention or ability to be re-directed

Communication: infrequent group interaction

### **Manager:**

Motor: frequent walking, increased body awareness to be present to others but not in the way

Process: must be able to follow eight to ten step written instructions, short term memory to remember basic process sequencing

Communication: constant interaction with group members, constant need to verbally direct group members in overseeing process

# Appendix H

## Group Module 3

Pacific University in Oregon  
School of Occupational Therapy  
Group Session Module  
Heather Eoff, MOTS and Jennifer Potts, MOTS

### Group title:

Project Sustain: Chicken & Vegetable Dish  
Group Module 3 of 3: 3/15/10

### Activity:

1. Transplanting pepper plants (Module 1) from eggshells to larger containers
2. Preparing chicken dish with steamed broccoli and optional 'baked' potato

### Purpose:

As a tract off of Project SustAIn's gardening program, transplanting the pepper plants from Module 1 into larger containers as the introductory activity serves as means of supporting the benefits of gardening as a therapeutic process while encouraging investment in the full activity. This planting activity provides the clients the opportunity to bridge the connection between nurturing and beginning the life cycle of a plant with the development and use of that plant in a healthy and tangible way.

The cooking portion of this activity is set up to raise an awareness of utilizing healthy ingredients to prepare a meal with the use of a microwave and hot plate without necessity of a conventional kitchen. Utilizing this equipment in this module is intentionally done to provide an idea of what do to with what is available to an individual who is newly independent and living in an apartment. In conjunction with bringing the growing process full circle, this activity is designed for clients to learn and practice independent living skills as well as collaborative working skills for meal preparation.

The skills practiced and attained within this activity further support a clients transition to independent living while benefiting from the therapeutic process of sustainable skills such as gardening and cooking.

### Steps:

1. Introduction:
  - a. Who leaders are
  - b. Outline and purpose of time together
  - c. General rules established by group

Duration 10 minutes for typically functioning groups

2. Transplanting green pepper plants to larger containers indoors
  - a. Individually or in pairs - Clients gather necessary items for transplanting: larger container and one eggshell with pepper plant.

## Appendix H: Group Module 3, cont.

- b. Group leaders will demonstrate the activity (can be done step by step with participants or all at once--depending on needs of participants, use clinical reasoning).
- c. Leaders will hand out necessary materials: soil, squirt bottle with water, gloves
- d. Clients begin transplanting with assistance as per client needs.
- e. Clients will place their completed trays on the table next to the window.
- f. Clients will clean up space in preparation of cooking activity.

Duration of activity: 30 to 45 minutes for typically functioning groups.

3. Preparing chicken dish with steamed broccoli and optional 'baked' potato
  - a. Clients will read recipe as a group followed by splitting up group roles (chicken soup mixer, vegetable chopper, chicken cooker, broccoli steamer, potato cooker). Note: depending on group size, clients may need to take on 2 or more roles to complete this cooking activity.
  - b. Clients will gather ingredients and cooking equipment necessary for their specific role.
  - c. Clients will complete their roles referring to recipe instructions (*see attached recipe*) and group leader assistance when necessary. Note: clients will be cleaning and setting the area up to eat during times that a role is completed.
  - d. Clients will complete cooking, serve and chicken dish and vegetables.
  - e. Clients finish cleaning up.

Duration of activity: Approximately 45-50 minutes for typically functioning groups.

4. Wrap-up (to be completed while eating or during down time)
  - a. Hand out end of Creative Cooking modules Survey, clients to complete before leaving
  - b. Offer recipes

Duration of activity: approximately 10-15 minutes for typically functioning groups

### Cost:

The cost involved will be associated with purchasing groceries for 8 servings of chicken & vegetables. The food cost will be donated by Pacific University School of Occupational Therapy and group leaders. The leaders will provide measuring spoons, 1 cutting board, the 8x8 glass cooking dish & cooking pot; in the future collaboration with the Day Program kitchen could provide this equipment. The Education Resource Center will provide dishes, utensils and other cooking tools (i.e., microwave, hot plate, 1 mixing bowl, 1 cutting board, spatula, can opener, measuring cups, chopping knives). Pepper plants, larger planting containers and soil will be provided by SustAIn.



## Appendix H: Group Module 3, cont.

Grocery List	Individual Price	Total Price
32 oz. skinned & boned uncooked chicken breast	6.17	6.17
1 cup finely chopped celery	1.77	1.77
1 (4 oz.) jar of chopped pimiento, undrained	0.89	0.89
2 (10 oz.) cans cream of chicken soup	0.95	1.90
1/2 cup no-fat sour cream	1.59	1.59
2 teaspoons dried parsley flakes	1.00	1.00
1/4 teaspoon black pepper	0	0
2 Raw uncooked broccoli crown	1.49	1.49
Raw uncooked potatoes	.99	.99
<b>Total</b>	14.85	15.80
<b>Cost per serving:</b>	1.97	

### Equipment:

#### Cooking Activity

- Microwave oven
- Hotplate
- 2 glass bowls/dishes with covers
- 2 spoons
- 2 large chopping knives
- 2 cutting boards
- Medium cooking pot and cover
- Measuring cups & spoons
- Can opener

#### Gardening Activity

- pepper plants in eggshells
- water spray bottle
- larger plant containers (i.e., cottage cheese containers, Nancy's yogurt containers)
- bulk soil

### Space:

This module was designed so that the only heating appliance necessary is a microwave as well as a convection toaster oven and access to a conventional kitchen is optional. The optimal space for this module would be quiet with minimal distractions and at least ten square feet of clean table surface to prepare the dish. Ability to sit or stand at the table would be preferred so participants can be comfortable while working.

## **Appendix H: Group Module 3, cont.**

### **Grading/Adapting:**

- Sitting and standing space at the table will be available to reduce fatigue and allow multiple preparation positions.
- Delegated roles can be combined or split depending on number of participants
- Rubber gloves available for any participant to decrease tactile sensations of task
- Graded assistance/instruction provided by authors based on participants needs, skill level and per participant request
- Contraindications:
- Chopping knives will be counted at the beginning and the end of the session and Matt will be consulted as to specific participant risk for handling knives to minimize harm potential.

### **Performance Skills:**

The cooking portion of the module will be broken down into tasks that will be delegated at the beginning of the session by individuals volunteering for a task that they are interested in and their perceived ability is high. All participants handling food must have a sensory tolerance for washing hands and handling soil. Verbal interactions with group members varies by role but most participants need to be comfortable verbally interacting with other members throughout the group cooking experience. (See *attached* list of skills necessary for specific roles)

### **Performance Contexts:**

OutsideIn is a non-profit agency dedicated to increasing health and self-sufficiency with youth experiencing homelessness in Portland. Working under the “harm-reduction model,” some of the services they provide are: a day program, a medical outreach program, clean syringe exchange, risk education, a medical clinic that’s services includes tattoo removal, transitional housing, an employment resource center, and case managers. The Urban Ed Alternative School, part of the Employment Resource Center (ERC) provides GED preparation, general skill development, and post-secondary training and education. The 2:00-4:00 session is in downtown Portland at the Jeffery Building. Heather Eoff, Jennifer Potts and Matt Eide will be jointly facilitating this session.

## Appendix H1: Module 3 Master Recipe & Group Roles

### Sunday Best Chicken



#### Ingredients

- 1/2 cup finely chopped onion
- 1 cup finely chopped celery
- 1 (2 ounce) jar chopped pimiento, undrained
- 1 (10 ounce) can Cream of Chicken Soup
- 1/4 cup no-fat sour cream
- 1 teaspoon dried parsley flakes
- 1/8 teaspoon black pepper
- 16 ounces skinned and boned uncooked chicken breast- cut into 4 pieces

1. Combine onion, celery and undrained pimiento in microwave-safe bowl
2. Cover and microwave for 5 minutes
3. Stir in chicken soup, sour cream, parsley flakes and black pepper
4. Arrange chicken pieces in an 8x8 microwave safe dish
5. Spoon chicken soup mixture evenly over chicken
6. Cover and microwave for 5 minutes
7. If microwave does not rotate, turn dish; microwave for 10-14 minutes
8. Let set for 3 minutes
9. When serving, place one piece of chicken on a plate and evenly spoon sauce over the top

### Group Roles: Module 3

#### Food Mixer:

Motor: moderate gross motor in hands and arms for pouring and mixing items

Sensory: tolerate tactile experience of mixture getting on hands

Process: ability to follow three step instructions (written and/or verbal), at least four minutes of task-focused attention or ability to be re-directed

Communication: consistent verbal interaction with group members to gather items

#### Celery Chopper:

Motor: motor praxis to chop celery into small pieces

Sensory: visual acuity necessary to handle knife and hold celery simultaneously

Process: safety awareness using knife, at least two five-minute blocks of sustained attention

#### Food Preparer:

Motor: lifting up to three pounds, moderate coordination in hands to thoroughly wash food, coordination to use can opener

Sensory: tolerate tactile experience of washing food

Process: ability to follow two step directions, at least two minutes of task-focused attention

Communication: limited

## **Appendix H1: Module 3 Master Recipe & Group Roles, cont.**

### **Onion Chopper:**

Motor: motor praxis to chop onion into small pieces

Sensory: tolerate smell and common eye response of cutting onions; visual acuity necessary to handle knife and hold onion simultaneously

Process: safety awareness using pairing knife, at least two five-minute blocks of sustained attention

### **Chicken breast handler:**

Motor: occasional lifting up to five lbs

Sensory: tolerate smell of cooking meat; tolerate tactile experience of handling uncooked meat

Process: able to follow three step written instruction; safety awareness of using knife

Communication: ability to verbally communicate any confusion regarding task

### **Broccoli Steamer:**

Motor: lifting up to five pounds, moderate UE coordination for pouring liquid into bowl

Sensory: tolerate sensory experience of washing food and smelling steamed broccoli

Process: ability to carry out four step instructions with verbal cues

Communication: ability to understand verbal cues and ask questions when confused; relatively independent task

### **Manager:**

Motor: frequent walking, increased body awareness to be present to others but not in the way

Process: must be able to follow eight to ten step written instructions, short term memory to remember basic process sequencing

Communication: constant interaction with group members, constant need to verbally direct group members in overseeing process

## Appendix I

### SustAIn WEX Individual Session Plan Example

**Date:** 04/05/2010

**Total Time:** 2 p.m.- 4p.m. (120 minutes)

**SustAIn Intern:** Joe

**OT Personnel:** Heather Eoff, OTS

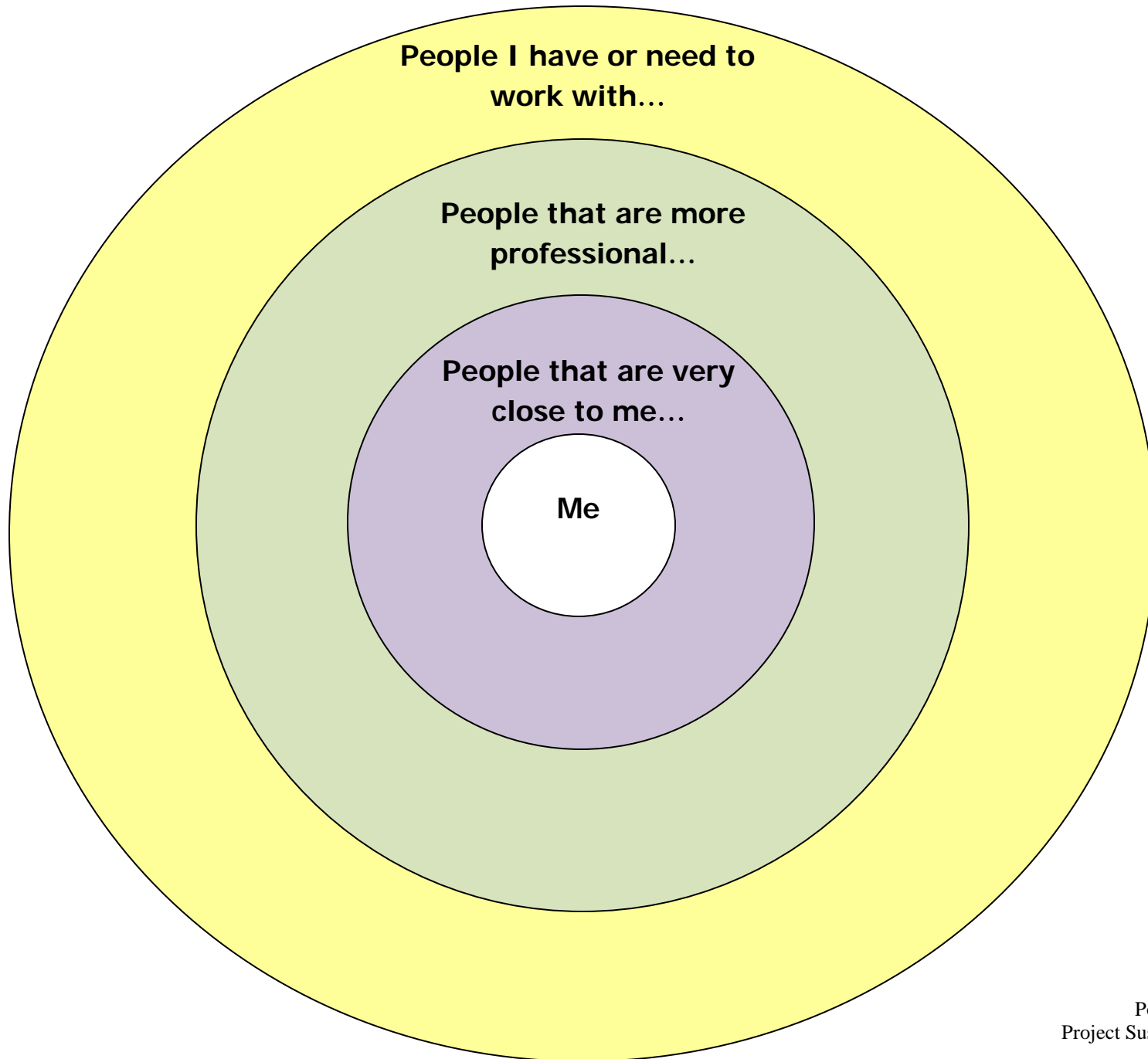
**Supplies:** Copy of Evaluation Summary for files, copy of Plan of Care/OT Goals, white board & markers, Daily Life Boundaries & Behaviors Handout (for each WEX intern)

**Format:** 20-30 min group work with WEX peer & 90-100 min individual work

Activity (Time)	Activity Description	Goal(s) Addressed	Additional Notes
Job Skill Group Activity (20-30 min)	- Boundaries exercise	Ib: Begin process of job search	
Review, Edit & Confirm Plan of Care/WEX (10-15 min)	- Joe to review & edit with OT based on his interests and priorities	Intent: Intern & OT Collaboration and WEX planning	
Identify First 3 wk WEX Project (10-15 min)	- Joe to share ideas from previous week - Joe to decide what he wants to do for 1 <sup>st</sup> project	IIb: Implement 1-2 projects 1b. Identify in writing 1-2 projects	
Create Plan/Steps for WEX Project (30 min)	- Create list with OT for project 1	IIb: Implement 1-2 projects 2b. Create a list of steps to complete project	
Start Steps for Completion of Project (20 min)	- Computer research & brainstorming ideas with OT - Independent work with OT support	IIb: Implement 1-2 projects 4b. Complete steps for project 1 with designated independence and/or assistance	
Discuss Independent Work to be Completed for Next Session (10 min)	- 30 minutes of independent work on WEX project - Think of ideal future job to share with OT next session - Write journal entry on feelings and progress in WEX	Ia: Identify what kind of job he would like to attain in future IIb: Implement 1-2 projects 4b. Complete steps for project IIa: Practice ways of communicating self to others 1a. Complete wkly journals	

## Appendix J

### DAILY LIFE BOUNDARIES & BEHAVIORS



## Appendix K

### Project SustAIn Creative Cooking Closing Survey

*\*\*A total of 3 participants were able to complete this survey*

Check all new experiences you have had in this Creative Cooking group.

2/3	Sowing/planting seeds indoors
2/3	Finding & sharing information on plants
2/3	Transplanting plants to larger plant containers
2/3	Tasting new foods (For example: tuna melts, stuffed peppers, chicken dish)
2/3	Preparing new foods (For example: tuna melts, stuffed peppers, chicken dish)
2/3	Using a microwave
2/3	Using a convection oven
1/3	Using a hot plate
1/3	Using a recipe to prepare a meal
1/3	Using healthy meats (For example: ground turkey, tuna, chicken)
1/3	Handling fresh herbs (For example: chopping, smelling, eating)
1/3	Practicing safety in the kitchen (For example: using “oven mits”, cleaning convection oven before use)
1/3	Setting up a table to share a meal
0/3	Other(s), please list:

Rate the following experiences on a scale of 1 to 5.

Check the box that best represents your feelings about each experience.

	<b>1 Really Disliked</b>	<b>2 Disliked</b>	<b>3 Neutral</b>	<b>4 Liked</b>	<b>5 Really Liked</b>
Researching plant information				1/3	2/3
Planting and sowing seeds					3/3
Transplanting					3/3
Preparing the meals					3/3
Cooking in a group			1/3		2/3
Sharing a meal with others					3/3
Eating					3/3
Cleaning up	1/3				2/3
Social interaction during the group			1/3		2/3

**Appendix K: Project sustain Creative Cooking Closing Survey, cont.**

What other areas of interest would you like to see SustAIn’s involvement? Check all that apply.

<input checked="" type="checkbox"/>	Bike skills (For example: Repairing and changing a flat tire)
<input type="checkbox"/>	Finances (For example: Getting your own checking account, budgeting, creating a shopping list)
<input checked="" type="checkbox"/>	Leisure (For example: What to do when you have free time)
<input type="checkbox"/>	Housekeeping (For example: How to do laundry, apartment management/maintenance)
<input checked="" type="checkbox"/>	Other(s), please list:  Pets, mice & fish studies ( <b>Note:</b> in reference to discussion regarding pet care and companionship)

Do you have an additional comments or suggestions that you would like to share?

If so please use the space below to share your thoughts:

- “THANKS!”
- “Awesome. Maybe doing another class with the produce from the garden in the fall.”