

# Collaborative Support Program of New Jersey (CSP-NJ)

## Wellness Center Group Protocol

### 2023

#### Introduction

Groups at the CSPNJ Community Wellness Centers can help members

- Be in in a space place where they can feel respected and accepted
- Learn to access resources and tools available in their community
- Gain and give support to people who have similar life experiences
- Counteract loneliness and isolation
- Learn skills and access resources that enhance wellness in 8 dimensions

All CSPNJ Community Wellness Centers groups should be based on a **Protocol** to ensure that all members can benefit from groups that are designed to meet their needs and preferences. The **Protocol** is a quality assurance tool, so all members have the opportunity to take part in groups that are relevant to their needs and run in a supportive inclusive manner. The **Protocol** provides guidance, so all mentors and manager facilitate the group in a consistent manner. Additionally, the Protocol provides guidance for newly hired staff so they can readily facilitate the group.

#### What is a Group Protocol?

A **Protocol** describes the procedures that need to be followed for a certain process or activity. For the Wellness Centers, a group **Protocol** provides a written guide for group or activity leaders to follow every time the group or activity occurs.

## Process of Approval

As part of the 2024 Quality Improvement/Assurance plan to ensure consistent quality of services, groups and supports offered for Community Wellness Center members, each Wellness Center will submit at least one group **Protocol** per month (three per quarter) for feedback and approval. Technical assistance will be available to help Center managers mentors and members write and revise protocols. **Protocol** will be stored in a shared folders so the Center leadership will benefit from access to all the **Protocol** statewide.

Here's a checklist:

- Draft the **Protocol** for your group or activity, using the information included here. It will be important to create the **Protocol** using the template at the end of the document.
- Review the completed **Protocol** with your Center Regional Coordinator.
- Make recommended edits.
- Submit the **Protocol** for feedback and approval to Wellness Institute staff (Peggy/Matt ]
- If needed, revise the **Protocol**, and resubmit.
- After your **Protocol** is approved, it will be added to the CSPNJ Community Wellness Center **Protocol** library and will be available to all Wellness Centers.

For technical assistance in creating or revising the **Protocol**, contact Peggy [pswarbrick@cspnj.org](mailto:pswarbrick@cspnj.org)

## Creating the Protocol

Imagine someone looking at the Wellness Center calendar. Could they tell what the group or activity is about by the title? If the title seems interesting, how would they find out more about it? If they asked members, staff, or volunteers, would everyone describe it the same way? Having a written **description** will be sure that information about the group or activity is available.

Each course will have two, three, or four learning objectives. Objectives are measurable statements of exactly what the participants will be able to do after the group or activity, even if they were not able to do it before.

For each objective, use action words that describe what the participant will be able to do, not what you will do as the group or activity leader. [add examples]

Having just a few objectives provides an overall guide to course development, while too many objectives results in patched-together content that lacks coherence. For *Reclaiming Employment*, where each course is composed of five or six modules, each module also will have learning objectives. Each of the objectives for the course relates back to the Big Idea and each of the objectives for a module relates back to a course objective.

**Who can benefit and how:** Describe who can benefit and why

Choose an activity that participants will be able to do and will help them stay engaged (consider literacy issues).

- Match your activities to the topic and to the group members.
- Consider your own comfort with certain activities, and take into account your relationship with the group.
- Brainstorm possible activities that will help participants achieving the learning objectives.
- Draft the activity, identifying props, materials, time requirements. If you can, pilot-test the activity to be sure it works as planned.
- Write detailed instructions and notes that are detailed enough for another leader and for the participants to do it successful

## Resources

<https://www.center4healthandsdc.org/wellness-activities.html>

Swarbrick M. (2022). *Wellness Activities A Guide for Group Leaders*. Collaborative Support Programs of New Jersey, Wellness Institute, Freehold NJ

<https://www.center4healthandsdc.org/journaling-tool.html>

Swarbrick M (2022). *Journaling: A Wellness Tool*, Collaborative Support Programs of New Jersey Wellness Institute , Wellness Institute, Freehold NJ

## **SAMPLE SESSION OUTLINE TEMPLATE**

### *Instructions:*

The following pages provide the format for creating a **Protocol** that describes a proposed group or activity. You can copy and paste this template into a new document for your group, then fill it in.

The template sections that are framed in [brackets] can be deleted as you enter the information on your group or activity.

Once you have completed the **Protocol** for your group or activity, review it with your Regional Coordinator, Director, then submit it to Wellness Institute Staff who will provide feedback and then approve.

After your **Protocol** is approved, it will be added to the CSPNJ Community Wellness Center **Protocol** library and will be available to all Wellness Centers.

## CSPNJ Wellness Center Group Protocol

### **TITLE**

[insert name of group or activity here exactly as it does – or will- appear in the Center calendar]

### **TOPIC**

[insert a short description of the topic or topics covered in the group or activity]

### **GOAL**

[describe the overall purpose of the group or activity; specifically what participants will get out of attending]

### **OVERVIEW**

[provide two or three sentences that summarize the need being addressed, the larger overall purpose of the group or activity, and what will happen during the group or activity]

### **FORMAT**

Sessions: [number of times the group or activity occurs or write Ongoing]

Frequency of sessions: [such as once, weekly, or monthly]

Length of each session: [number of minutes]

### **PARTICIPANTS**

[describe any requirements or recommendations for participation, or write No restrictions, if the group is open to all]

BE SURE TO CLARIFY WHO CAN BENEFIT AND HOW:

### **LEARNING OBJECTIVES**

By the end of the session the participants will be able to:

- [Insert Objectives here with bullets. These need to describe the meaningful overall learning that you hope the participants will achieve, not just the outcome of the tasks complete. Focus on what participants will be able to DO after attending, NOT what the leader or facilitator will be doing.]
- [Include 2-4 objectives in total]

### **MATERIALS NEEDED**

- [List all materials, such as handouts, for both the icebreaker and the activity]
- [If there are specific supplies need for one aspect of the task, list them, too]
- [list specific supplies or ingredients]
- [List other supplies needed for the activity, such as scissors or tape]
- [Add any other preparation, such as having participants come dressed a certain way]

## CSPNJ Wellness Center Group Protocol

- If this group runs in a series outline the topics per series and create a lesson plan for each different session(s)
- If handouts are required, please attach or add a Pdf file
- If information from websites is referenced be sure to provide the correct link and note the date of retrieval

### KEY SESSION POINTS FOR LESSON DELIVERY<sup>1</sup>

#### Introduction: 5 minutes

[Insert an orientation to participants here, including an introduction to the leaders or facilitators, if new participants might not know them. Include a brief review of the previous lesson, if there was one, and time for any related questions or discussion. Be sure to set aside enough time for any discussion **Be sure to add group rules or agreements.**]

The learning objectives for today are:

[copy objectives to insert here]

#### Icebreaker: 10 minutes<sup>2</sup>

[insert name of icebreaker that is relevant to the topic and will help participants become comfortable with one another, including introductions if they might not know one another]

Before we begin [to do today's activity], we will start with a warm-up.

[Give instructions for the icebreaker activity]

[insert open-ended discussion question to process icebreaker activity]

[insert key take-away points related to the icebreaker activity that will prepare participants for the main task or related learning for this lesson]

#### Activity: 25 minutes

[insert name of main task or activity]

[insert brief description of activity, including how it relates to the overall topic or theme]

[insert detailed directions to give participants regarding the activity. Be sure that the activity selected will fit into the time allotted.]

[distribute any needed materials]

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<sup>1</sup> If the group is less than an hour or longer than one hour adjust the timing accordingly

<sup>2</sup> If an ice breaker activity is not needed just do not include but do add script to help gain the participants attention

**Process Activity: 10 minutes**

**Sharing:** *Each participant is invited to share what he or she produced or experienced during the group.*

[insert open-ended question(s) to ask the participants that will help them summarize what they did or discovered during the activity]

**Processing:** *Participants talk about their feelings about the group experience, such as what they liked best, what could be improved, or what they thought about some aspect of the activity.*

- What did you like best about [today's activity]?
- [add other open-ended question(s) to help participants explore their experience and feelings]

**Generalizing:** *The leader summarizes the cognitive learning and participant sharing that occurred, making note of any common threads.*

- What did you learn about health and wellness from [doing today's activity]?

*Provide a summary of experiences and learning.*

**Application:** *The leader articulates the connection between what transpired in the group and how participants can apply new insights and skills in everyday life. Asking participants to consider how they can apply what they learned during the group to their own situation helps them find relevance and meaning in the group experience.*

- As you were [doing today's activity], what ideas did you have about [insert type of learning, which should be related to the lesson objectives, such as "about healthy eating" or "about getting a good night's sleep" or "about building more physical activity into your life]?
- How do you think you might be able to use what you learned in your own life?
- What is an example of something you might do differently in the next week or so, based on what you [learned, experienced, explored, discussed] today?

**Summary: 10 minutes**

*The leader reiterates the most important point made during the group. Today, we learned [summarize key learning, weaving in main points identified by group participants].*

Read aloud objectives and if time ask how well we met our objectives.

[copy objectives here]

[Add a preview of the next session, if there will be one, adding any expectations for what participants should do to prepare]

Thank everyone for participating.

## CSPNJ Wellness Center Group Protocol

### Credits

This group protocol was developed by:

[names of writers and editors]

[name of Wellness Center and location]

Approved on [date of approval or revision]