

# **Modular Education Program for Activity Professionals, Part 1**

## **Instructor Syllabus**

**for**

***Long Term Care for Activity Professionals, Recreational  
Therapists, and Social Services Professionals, Fourth Edition***

**by Elizabeth Best Martini, Mary Anne Weeks, and Priscilla Wirth  
2002**

joan burlingame and Thomas M. Blaschko  
Idyll Arbor, Inc.

Published and distributed by



Idyll Arbor, Inc.

---

PO Box 720, Ravensdale, WA 98051 (425-432-3231)

©2004 Idyll Arbor, Inc.

International copyright protection is reserved under Universal Copyright Convention and bilateral copyright relations of the USA.

This publication is for the use of instructors using *Long Term Care for Activity Professionals, Recreational Therapists and Social Services Professionals, Fourth Edition* as a required text in a training course for activity professionals. They may copy material in this publication for use in their classes as required. They may not copy or use the material outside of their classes without permission from the publisher.

Others are asked to contact the publisher for permission before any use of the material in this publication including reprinting or resyndication, in whole or in part, as a reproducible handout, book, or collection, for duplication for students or inservice attendees, or for any other purpose whatsoever.

# Contents

Unit 1: Introduction to the Class.....	3
Unit 2: Overview.....	5
Unit 3: The People We Serve.....	7
Unit 4: Leisure and Aging.....	9
Unit 5: Introduction to Health Issues and Treatment.....	11
Unit 6: The Activity Professional.....	13
Unit 7: Work Environment.....	15
Unit 8: Activities.....	17
Unit 9: Programming.....	19
Unit 10: Sensory Integration and Sensory Stimulation.....	21
Unit 11: Cognitive Impairments.....	23
Unit 12: Programming for Moderate Impairments.....	25
Unit 13: Rehabilitation Groups.....	27
Unit 14: Introduction to Documentation.....	29
Unit 15: Initial Assessments.....	31
Unit 16: Minimum Data Set (MDS).....	33
Unit 17: Resident Assessment Protocols (RAPs).....	35
Unit 18: Care Planning.....	37
Unit 19: Councils and Volunteers.....	39
Unit 20: Quality Assurance, Infection Control, and Risk Management.....	41
Unit 21: Resident Rights.....	43
Unit 22: Management Issues.....	45
Unit 23: Regulations and Standards.....	47
Unit 24-25: First Aid and CPR.....	49
Unit 26: Health Precautions & Personal Health.....	51
Unit 27: Transfer Techniques.....	53
Unit 28: Computer Skills.....	55
Unit 29: Professional Skills.....	57
Unit 30: Public Relations and Community Services.....	59



# MEPAP 1 – Instructor Syllabus

This syllabus is designed to work with *Long Term Care for Activity Professionals, Recreational Therapists and Social Services Professionals, Fourth Edition* by Best Martini, Weeks, and Wirth (2002). The course covers the curriculum content for the Modular Education Program for Activity Professionals, Part 1 as described by the National Certification Council for Activity Professionals.

There are 30 units in this syllabus. Using a lecture format with limited class participation, the instructor should be able to cover the basic material in two hours. Enriching the experience and reinforcing the knowledge by discussing practical applications of the material and having role-playing activities will take at least another hour, making the total class 90 hours.

If you need some ideas for content to add, we suggest looking at pages 36-41 where there are 16 sets of health problems. Each one could be used in a separate session after the basics of program planning are discussed (Unit 9). You could cover intake, assessment of skills, care plans, appropriate activities, and discharge planning for any or all of the health problems described.

For example, dementia is a common diagnosis for people in long-term care facilities. You could discuss how the activity professional would work with a person who has dementia throughout the person's stay from intake to dealing with ongoing loss of function and death. Each area would talk about the special problems a diagnosis of dementia might cause, such as the difficulty of obtaining information in preferred activities during intake and how to handle wandering behavior during group sessions. Role-playing could be used to teach appropriate skill in assessment, creating care plans, running activities, and dealing with everyone's sense of loss as the person's abilities diminish.

Another area where practical experience is vital is assessment. Going through an assessment, including some practice in giving and scoring the assessment usually takes an hour or more. In Unit 4 one assessment and a role-playing game are mentioned. There is no way that a student will be able to gain more than minimum competence in the assessment in the time available then. Different assessments could be used in each unit. (It is probably best to wait until Unit 15 where assessment is discussed.) In addition to the *Leisure Assessment Inventory* we highly recommend looking at the *Therapeutic Recreation Activity Assessment* and *Functional Fitness*. Our intake assessment, the *Idyll Arbor Activity Assessment* might be appropriate for some classes. Although they will not generally be appropriate for activity professional classes, settings with higher functioning adults might benefit from the *Leisurescope Plus* or the *Idyll Arbor Leisure Battery*.

We ask instructors to follow professional standards and honor copyrights on the assessments. If required, please buy separate copies of the assessment for each student and make sure that your students understand that copying assessments is a violation of both professional standards and federal law. (The cost of the *Idyll Arbor Activity Assessment* is 80 cents per student and is probably worth the investment. Other testing tools, such as the *Therapeutic Recreation Activity Assessment*, are more expensive initially, but they usually come with a site license that allows the college or the instructor that purchased the assessment to make unlimited copies of the assessment forms.)

Practice in running activities is another possible way to add more experiential learning to each class sessions. Again, role-playing will provide valuable insight into the challenges of running activities for lower functioning residents. Hopefully, the class will be able to find solutions to the problems, too.

One last thought on adding practical experience during classes comes from the book, *Creative Constructions: Technologies that Make Adaptive Design Accessible, Affordable, Inclusive, and Fun* by Campbell and Truesdell. Students could bring in material (as simple as cardboard and fabric) to make adaptive devices for residents they are working with.

Describing real life applications and practice in dealing with problems is vital for students to understand what they will be doing in their work. Even people with extensive experience in the field will benefit from sharing ideas on how to handle the difficult situations activity professionals deal with on a daily basis.

Most units come with a two-hour practicum activity, which will add up to about 56 hours of practicum experience during the class. Additional time working with the activity professional in the facility is the obvious way to increase contact hours with residents to 90 hours. Sharing problems and concerns that result from the practical experience should be part of each class session. In addition, the students could design and run their own activities or search for appropriate new activities for the current program at the facility.

As you go through the syllabus, you will see a self-test for each unit. Most of the questions have clear-cut answers, but the intention is to have at least one question in each unit that requires some creative thought. The self-tests are not intended for grading students. They are for the students to check their grasp of the material and to point out places where the students need to get clarification of the concepts in the unit during class.

We welcome suggestions that will improve the quality of the course outlined in this syllabus. Please send your corrections and suggestions to Tom Blaschko, Idyll Arbor, PO Box 720, Ravensdale, WA 98051. You can also e-mail to Tom@IdyllArbor.com or call 888-97BOOKS with your ideas.

## Unit 1: Introduction to the Class

### **Topics:**

- Introduction of instructors and class members
- Class outline
- Class requirements and grading
- Practicum requirements
- Settings for activity professionals
- Overview of the responsibilities of an activity professional

### **Objectives:**

1. Meet the instructors and other students
2. Know the requirements for successful completion of the course
3. Understand where an activity professional may practice
4. Name the types of responsibilities an activity professional has

### **Additional Resources:**

- Handout showing where graduates of this program can expect to find positions, either specific facilities in the area or a list of types of facilities
- Refer the class to page 64-68 of *Long Term Care* for information on the responsibilities of an activity professional

### **Practicum:**

The student should contact a facility where s/he can complete the practicum part of the course. A long-term care facility is probably the preferred choice, but other facilities serving the elderly will also be acceptable for most of the exercises.

In fairness to the activity professional the student will be working with, it is probably a good idea for a group of students to work with one professional. For tasks such as going over the professional's schedule, the professional could explain the schedule to the group instead of having to explain it to each person individually. (1 hour)

## Self-Test Unit 1

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List four places where an activity professional can practice.

1. List four responsibilities of an activity professional.

2. Describe strong points you bring to the profession.

4. Describe areas where you need to improve your skills to be a top-quality activity professional.

## **Unit 2: Overview**

Pages 1-10, 11-22

### ***Topics:***

- Current approach to health care
- Introduction to OBRA
- Ombudsman
- Theories on aging
- Demographics of the elderly
- Life span potential

### ***Objectives:***

1. Understand the advantages of the current team approach to health care
2. Understand the purpose of OBRA legislation and the areas it covers
3. Know the purpose of the ombudsman in a long-term care facility
4. Be able to describe theories of how people age physically
5. Be able to describe theories of how people age psychologically
6. Describe the diversity of the elderly in terms of ethnicity, health, diseases, wealth, education, etc.

### ***Additional Resources:***

- Information on life span potential, self-esteem

### ***Practicum:***

Meet with the activity professional that will be working with you during your practicum. Make plans for fulfilling the practicum requirements. (1 hour)

## Self-Test Unit 2

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Describe three advantages for the current approach to health care.
2. Describe the purpose of the OBRA legislation.
3. Name the three areas that OBRA emphasizes.
4. Define ombudsman.
5. List and define two theories of physical aging and two theories of psychological aging.

## **Unit 3: The People We Serve**

Pages 23-34

### ***Topics:***

- Myths and realities of aging
- Dealing with people as they are now
- Varied reactions to illness
- Psychological stages of recovery after loss
- Diagnosis

### ***Objectives:***

1. Understand how aging is perceived by people over 65
2. See how different people will see an elderly person in different ways
3. Be prepared for the various ways people deal with illness
4. Understand the stages people go through as they deal with a loss

### ***Additional Resources:***

- Handout on healthy aging (exercise, nutrition, continuing involvement)

### ***Practicum:***

Spend time observing the residents/clients of the facility. Write down your observations of how people behave, how they meet challenges, where intervention by staff is required. (2 hours)

## Self-Test Unit 3

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Why did Helen's caretaker and Helen's niece have different views of Helen?
2. List three ways people deal with illnesses and one advantage and disadvantage for each way.
3. List the five stages of recovery after a loss.
4. Define diagnosis.
5. Define excess disability. Which of the ways people deal with illness is most likely to lead to excess disability?

## **Unit 4: Leisure and Aging**

Pages: none, topic 7 in NCCAP list

### **Topics:**

- Recreation: definition, types, and philosophy
- Lifestyles
- Attitudes, interests, motivation, and satisfaction with leisure (including a survey of how class members feel)
- Leisure education
- Leisure barriers

### **Objectives:**

1. Understand how recreation changes as we get older
2. Know how to use standardized assessments to measure aspects of leisure
3. Understand barriers that might stop participation in leisure

### **Additional Resources:**

- One copy of the *Idyll Arbor Leisure Battery* for each class member to survey the student's feelings about leisure
- *Leisure Assessment Inventory* to measure preferences, interests, and barriers
- *Into Aging Game* to illustrate barriers for older adults
- Handout on age-appropriate leisure education

### **Practicum:**

Continue your observation of residents at your facility, writing down barriers and compensating strategies you observe related to activities.

## Self-Test Unit 4

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Name four ways activity participation changes as a person gets older.
2. Describe three standardized assessments you can use to measure some aspect of leisure in residents of a long-term care facility.
3. Name three types of leisure education that is appropriate for long-term care facilities.
4. List four barriers to participation in activities and strategies that can be used to continue participation.

## **Unit 5: Introduction to Health Issues and Treatment**

Pages 35-51

### ***Topics:***

- Therapeutic interventions for common conditions
- Mobility loss
- Cognitive loss: dementia, delirium, and related issues
- Sensory loss
- Dealing with dying
- Observations from facilities

### ***Objectives:***

1. Understand the range of health issues facing the elderly
2. Understand the health and psychosocial implications of each health issue
3. Be able to plan programs that are appropriate for each health issue
4. Know the different causes for mobility loss
5. Know the different types of cognitive impairments, including how to identify them and which ones are reversible
6. Understand sensory loss and how to help the resident adapt
7. Be comfortable with the process of dying

### ***Additional Resources:***

- Observations of class members from their time spent in a facility

### ***Practicum:***

Continue spending time observing the residents/clients of the facility. Pick one person and write up a detailed summary of how that person is dealing with the opportunities and challenges throughout the period of observation. (1 hour)

Go over the daily, weekly, monthly, and yearly schedule of the activity professional you are working with. (1 hour)

## Self-Test Unit 5

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Name four conditions where cardiovascular exercise is appropriate.
2. Name four health concerns where isolation can be a psychosocial issue. In each case, why does the health concern cause isolation?
3. Name four health concerns where loss of communication may occur. Name one intervention for each health concern that you could do to improve communication.
4. Name five conditions that cause mobility loss.
5. Describe the difference between delirium and dementia.
6. Name five ways to work more effectively with a person who has a hearing loss.

## **Unit 6: The Activity Professional**

Pages 53-70, 80, review page 9

### ***Topics:***

- History of the profession
- National Association of Activity Professionals
- Duties and responsibilities
- OBRA requirements
- Daily schedule
- Monthly programming

### ***Objectives:***

1. Be able to describe the concept of leisure
2. Understand the historical development of the activity profession
3. Identify how a professional acts
4. Know the qualifications of an activity professional
5. Know the duties and responsibilities of an activity professional
6. Be able to name the OBRA requirements for the activity department
7. Understand the kinds of tasks an activity professional performs throughout the day

### ***Additional Resources:***

- Schedules of the activity professionals being observed

### ***Practicum:***

Use the environmental assessment form in the book (pages 91-93) to assess conditions in the facility you are observing. Circle obstacles you observe and write possible interventions. Bring the information to class for the next unit. (2 hours)

## Self-Test Unit 6

Name \_\_\_\_\_ Date \_\_\_\_\_

1. From your observations in facilities and from the text, describe three ways activities improve care in hospitals and other facilities.
2. Describe your concept of professionalism and how it applies to an activity professional.
3. Name five things an activity professional will do almost every day.
4. Name three things that OBRA requires an activity professional to do on a weekly or monthly basis.
5. List five groups of people an activity professional will work with as part of his/her job.

## Unit 7: Work Environment

Pages 81-93

### **Topics:**

- Physical environment
- Personal environment
- Spiritual environment
- Worship and religion
- Cultural environment
- Working environment

### **Objectives:**

1. Name items in the physical environment that help with reality orientation
2. Describe how the personal environment is different with different cultures
3. Know the importance of religious expression
4. Understand how shared cultures improve health and happiness
5. Understand the organizational structure of long-term care facilities

### **Additional Resources:**

- Handout on cultural differences and how they relate to health care (see *What Language Does Your Patient Hurt In?: A Practical Guide to Culturally Competent Patient Care*, by Salimbene)
- Handout covering worship, religion, prayer, and scriptures for the full range of religions in the community
- Handout on other members of the health care and therapy team at a long-term care facility
- Organizational chart of a long-term care facility that shows the activity professional's position in the organization
- Student evaluations of their facility's environment

### **Practicum:**

Help the activity professional run one or more activities. Include planning, set-up, gathering, participation, and closure. (2 hours)

## Self-Test Unit 7

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Name four items that help the resident orient to person, place, and time.
2. Name two organizations responsible for writing requirements for the physical environment.
3. Why is letting the resident do as much as s/he can an important aspect of care (at least three reasons)?
4. Name five ways the physical environment can have a negative impact on the resident.

## **Unit 8: Activities**

Pages 111-131

### ***Topics:***

- Purpose of activities
- Improving the activity experience
- Concept of leisure (see also pages 53-55)
- Leisure room
- Therapeutic activities
- Activity supplies
- Activity analysis
- Theme activities
- Levels of participation

### ***Objectives:***

1. Understand why activities are being provided
2. Able to name ways the residents can participate more successfully in the activities
3. Able to define leisure
4. Have the ability to create a leisure room in a facility
5. Able to analyze an activity
6. Understand the concept of theme activities
7. Able to describe how participation can be either harmful or beneficial

### ***Additional Resources:***

- none

### ***Practicum:***

Perform an activity analysis on the activity you helped with in the last lessons practicum. (2 hours)



## **Unit 9: Programming**

Pages 95-97, 102-105, 108-109

### ***Topics:***

- Levels of programming
- Types of activities
- Meeting the needs of all of the residents
- Adult learning methods and modes
- Working with groups

### ***Objectives:***

1. Understand that activities need to match the needs of each resident and ways to achieve that goal
2. Know the levels of therapeutic programming and how it applies to the activity professional
3. Able to name many different kinds of programs that can be offered and to be sure that a balanced schedule is available to all residents
4. Know the best ways to present material for older adults
5. Understand differences in learning styles for older adults
6. Understand how to work with groups

### ***Additional Resources:***

- Handout on how adults learn (andragogy vs. pedagogy), learning styles, and methods of presentation
- Theme activities from last unit's practicum

### ***Practicum:***

Take the monthly calendar for the facility you are observing and go through the activity review form on pages 104-105. Do part 2 to the extent you are able. (2 hours)

## Self-Test Unit 9

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Name five ways to be sure that your activity program will meet the needs of all of your residents.
2. List the eight levels of therapeutic programming and the amount of time a person in each level will probably be staying in the care facility.
3. List activity types (pages 102-103) appropriate for a person with dementia.
4. List activity types (pages 102-103) appropriate for a man who has had a total hip replacement and is going home (to live alone) in two weeks. List the most important ones first.

## **Unit 10: Sensory Integration and Sensory Stimulation**

Pages 133-159

### ***Topics:***

- Cognitive impairments and appropriate goals for activities
- Sensory integration activities
- Sensory stimulation activities

### ***Objectives:***

1. Understand appropriate goals for activities with people who have significant cognitive impairments
2. Understand the senses that can be stimulated and ways to stimulate each
3. Know why and how to include other staff in sensory activities
4. Run a sensory stimulation activity

### ***Additional Resources:***

- Material to run a sensory stimulation activity (pages 151-156)

### ***Practicum:***

Observe and then work with two to four residents during a sensory stimulation activity. (1 hour)

Write up an activity card (page 143) for one of the people above. You may want to use a sensory box if one is available. You won't have time for a full evaluation, but do the best you can.

Unfortunately, you will find as an activity professional that you almost never have enough time, so this is not an unrealistic experience. Remember, for confidentiality reasons, do not put the resident's real name on the form. (1 hour)

## Self-Test Unit 10

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List three characteristics that result from problems in sensory integration. List the most significant ones you have observed, if possible.
  
  
  
  
  
  
  
  
  
  
2. List two ways to stimulate each of the senses listed at the bottom of page 135 (and add taste).

Seeing

Hearing

Touch

Smell

Taste

Proprioception

Vestibular awareness

3. Describe how sensory stimulation is different from sensory integration.

# Unit 11: Cognitive Impairments

Pages 159-166

## **Topics:**

- Types of cognitive impairments observed (from the activity cards created in the last practicum)
- Appropriate activities for people with cognitive impairments
- Importance of touch
- Meaning and purpose of validation
- Practical demonstration of methods of validation
- Validating activities

## **Objectives:**

1. Understand the different kinds of cognitive impairments
2. Understand appropriate activities for people with cognitive impairments
3. Learn when touch is appropriate
4. Learn how to validate a person with mild to moderate cognitive impairment

## **Additional Resources:**

- Handout on the concept and ways to perform validation, some information is available on pages 163-164
- Activity cards from last unit's practicum

## **Practicum:**

Lead activities. Try to include activities with residents who will need validation. Write up your experiences. (2 hours)

## Self-Test Unit 11

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Describe the differences between a resident with Alzheimer's and a resident with a head injury (see pages 36-37) by listing five activities from pages 159-161 that would be appropriate for each. Briefly say why you chose each set.

Alzheimer's

Head injury

2. Name five characteristics that suggest validation activities will be helpful. Use characteristics you have observed, if possible.
3. Describe how touch can help with validation.
4. Describe six behaviors you can do to help the validation process.
5. Name one thing that you must *not* do during validation.

## **Unit 12: Programming for Moderate Impairments**

Pages 167-186

### ***Topics:***

- Remotivation
- Reminiscing and life review
- Resocializing
- Special issues for working with men

### ***Objectives:***

1. Know the goals of remotivation
2. Understand how to run remotivation activities one-on-one and in small groups
3. Learn activities to use for remotivation
4. Know the goals of resocialization
5. Understand how to run resocialization activities in small groups
6. Learn activities to use for resocialization
7. Understand the special issues that confront men in long-term care facilities

### ***Additional Resources:***

- Information on reminiscing and life review (one activity is on page 174)

### ***Practicum:***

Lead activities. Try to include activities with residents who need remotivation and resocialization. Write up your experiences. (2 hours)

## Self-Test Unit 12

Name \_\_\_\_\_ Date \_\_\_\_\_

1. A person who has had a stroke has lost the ability to speak clearly. Describe six remotivating and resocializing activities that can be used as part of her treatment.
2. List six things you must do to make remotivating activities work.
3. List six things you must do to make resocializing activities work.
4. Describe three reasons why men need activities that are different than those offered for women.
5. List the top five activities that men you know would want to have available in a long-term care facility.

## Unit 13: Rehabilitation Groups

Pages 187-203

### **Topics:**

- Cognitive stimulation
- Retraining
- Brain injuries and their effects
- Treatment for memory and attention deficits (including class participation in the attention flexibility tasks on page 195)
- Restorative programs (relearning feeding, speech, activities of daily living)
- Rehabilitation and the activity professional
- Community integration and the activity professional

### **Objectives:**

1. Understand which residents should have cognitive stimulation and retraining activities
2. Know what kind of losses occur because of injuries to particular parts of the brain
3. Understand the mechanisms of memory and how to help compensate for memory deficits
4. Learn ways to provide cognitive stimulation
5. Know how the activity professional can help with restorative programs
6. Understand how the activity professional can help patients reach their rehab goals
7. Be able to provide activities that help with community integration

### **Additional Resources:**

- Deck of cards to demonstrate the sixth attention flexibility task on page 195

### **Practicum:**

Lead activities and write notes to describe each resident's participation in the activity using the principles described on pages 206-207. In this case *do not* use resident names for privacy reasons. Bring the notes to class. (2 hours)

## Self-Test Unit 13

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Describe the three types of memory.
2. Describe the symptoms you would expect to see in a person who had a stroke that involved the right motor cortex.
3. Do the attention flexibility tasks shown on page 195 that you didn't do in class.
4. List five games you have used that are appropriate for cognitive stimulation.
5. Describe the differences between therapists and activity professionals in rehab and community integration situations.

## **Unit 14: Introduction to Documentation**

Pages 205-212

### ***Topics:***

- Health records
- Documentation principles (including looking at documentation from the last practicum)
- Required documentation
- Reassessments
- Activity documentation cycle

### ***Objectives:***

1. Understand the purpose of health records
2. Be able to write documentation on activities and treatment
3. Understand the documentation an activity professional must do

### ***Additional Resources:***

- Activity documentation from the last practicum

### ***Practicum:***

Pick a partner from your class and fill out an initial assessment form (page 219). Trade off and be the person who is assessed. Use an assessment box for one of the assessments if you have one available. Bring the forms to the next class. (2 hours)

## Self-Test Unit 14

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List five purposes for the health record.
2. List five documentation principles.
3. Show how to correct a mistake in documentation.
4. List the six types of documentation an activity professional must write.
5. How often must a full RAI be completed?

## **Unit 15: Initial Assessments**

Pages 215-221, 226-232

### ***Topics:***

- Initial assessments
- Assessing less responsive residents
- How well we can understand a person based on an assessment (use the assessments forms and the activity schedule to try to predict what the person who was assessed might enjoy participating in)
- Standardized scales and assessment tools
- Discharge planning

### ***Objectives:***

1. Know the requirements for an initial assessment
2. Understand how to conduct an initial assessment
3. Learn the standardized scales and assessment tools used by other team members
4. Know how to write a discharge plan

### ***Additional Resources:***

- Assessments forms from the last practicum
- Monthly schedule of activities at a long-term care facility

### ***Practicum:***

Contact groups in your area that provide assistance for people who have been discharges from long-term care facilities. Make a list of the services they provide and the requirements they have for providing the service. If the class can divide up the service groups, you can work on starting a comprehensive list of services available in your community. (2 hours)

## Self-Test Unit 15

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is the most important goal for the initial assessment?
2. List the eight areas that must be covered in an initial assessment.
3. When should an assessment box be used?
4. List four scales or assessments that other members of the health care team use.
5. Why is the discharge plan written when the resident is first admitted?

## **Unit 16: Minimum Data Set (MDS)**

Pages 233-242, 244-245, 365-383 as appropriate for the next three units

### ***Topics:***

- Overview of the Resident Assessment Protocol (RAI)
- Minimum Data Set (MDS)
- Prospective Payment System (PPS)
- RUG-III System
- Section E
- Section N
- Section B

### ***Objectives:***

1. Understand the purpose of the RAI
2. Understand the purpose and timing of the MDS
3. Know how the PPS and RUG-III are used to determine funding
4. Be able to fill out Sections E and N of the MDS
5. Know how to help determine cognitive patterns for Section B

### ***Additional Resources:***

- Blank copies of sections E and N for the practicum

### ***Practicum:***

Practice filling out sections E and N using the initial assessment you completed in the earlier practicum. Without including personal information, observe two residents at your facility and fill out sections E and N for each of them. Remember, for confidentiality do not put the resident's actual name on the forms. (2 hours)

## Self-Test Unit 16

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Who requires the RAI and what sorts of facilities are required to fill it out?
2. Name three purposes for the MDS.
3. When must an MDS be completed after the first year?
4. How are facilities reimbursed for expenses under PPS?
5. Calculate your N1 and N2 values using the formula on page 241. Show your work.

## **Unit 17: Resident Assessment Protocols (RAPs)**

Pages 245-249, 251-259 (not the Care Planning section)

### ***Topics:***

- Overview of RAPs
- List of RAPs
- RAPs requiring activity professional intervention
- Completing a RAP
- RAP notes
- RAPs completed by activity professionals
- Proceed or not proceed
- RAP summary

### ***Objectives:***

1. Be aware of all possible RAPs
2. Know which RAPs require activity intervention and possible interventions for each
3. Know how to complete a RAP
4. Practice writing RAP notes
5. Understand what triggers the Activities RAP.
6. Know how to decide which set of goals to pursue with the Cognitive Loss/Dementia RAP
7. Know when to proceed or not proceed with a RAP

### ***Additional Resources:***

- Other examples of the Activities RAP Key for practicing writing RAP notes

### ***Practicum:***

Participate in an initial assessment for a resident (with the resident's permission) including filling out the facility's assessment form, the MDS and working on the care plan. (2 hours)

## Self-Test Unit 17

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List the eight RAPs that may require intervention by activity professionals.
2. What is the most important requirement for RAP documentation?
3. List the six steps involved in working a RAP.
4. Do the three RAP exercises on pages 252-253. (Compare your answers with the answers on pages 267-268.)
5. Describe when it is appropriate to proceed with a RAP.

## **Unit 18: Care Planning**

Pages 258-267, 269-273, 274-275

### ***Topics:***

- Purpose of the care plan
- Components of the care plan (needs, goals, approach/interventions)
- How to go from needs to a care plan
- Revising a care plan
- Appropriate descriptions on care plans
- Monitoring the care plan
- Quarterly reviews

### ***Objectives:***

1. Understand the purpose of a care plan
2. Know the parts of the care plan
3. Know where to find the information you need to fill out the care plan
4. Know when and how the care plan needs to be revised
5. Be able to write a care plan based on assessed needs
6. Understand why certain terms are inappropriate for care plans
7. Know what tools you can use to monitor a care plan
8. Understand how to write a quarterly review

### ***Additional Resources:***

- Examples of assessed needs which can be turned into care plans during class

### ***Practicum:***

Use the forms in Chapter 13 to monitor the care you do for a resident you are working with. (You won't have very much information to put in with your limited interactions.) (2 hours)

## Self-Test Unit 18

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is the purpose of a care plan?
2. What three components are part of every care plan?
3. Name three places where you can gather information for the care plan.
4. How often do you keep track of the activities a resident participates in?
5. Describe the five steps used to revise a care plan
6. List the six content areas (from page 275) that you think would be most important in a quarterly review for a resident with COPD.

## **Unit 19: Councils and Volunteers**

Pages 283-296

### ***Topics:***

- Resident Council
- Resident Council meetings
- Facility responses to issues
- Family Council
- Volunteers

### ***Objectives:***

1. Understand the requirements for the Resident Council
2. Know how to run a Resident Council meeting
3. Be able to document tough issues in the minutes
4. Understand the need for appropriate responses to resident issues
5. Know how to run a family council
6. Know appropriate ways to recruit, train, and use volunteers

### ***Additional Resources:***

- none

### ***Practicum:***

Attend a resident council meeting (with the permission of the residents) and take notes on the issues raised and the resolutions reached. (2 hours)

## Self-Test Unit 19

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Describe the purpose of the Resident Council.
2. List the people who may attend a Resident Council meeting.
3. How do you document tough issues in the minutes?
4. List the agenda for a Resident Council meeting.
5. What steps do you need to follow in selecting which people to use as volunteers in your program?
6. Name three jobs that volunteers should *not* be asked to do.

## **Unit 20: Quality Assurance, Infection Control, and Risk Management**

Pages 297-301, 303, 305, 306-314

### ***Topics:***

- Quality assurance
- Quality indicators
- Infection control
- Risk management
- Immediate jeopardy
- Sentinel Events
- Incident reports

### ***Objectives:***

1. Understand what quality assurance means
2. Know the steps required to run a quality assurance program
3. Know which quality indicators can be affected by activity programs
4. Know how infections are transmitted and appropriate steps to prevent transmission
5. Understand what you can do at work and away from work to reduce risks
6. Know what constitutes immediate jeopardy
7. Understand sentinel events
8. Know how to write an incident report

### ***Additional Resources:***

- Handout on how and when to write incident reports

### ***Practicum:***

Go through the checklists for activities (pages 301 and 303) for the facility you are doing your practicum in. (Respecting resident privacy means that you will not be able to answer some of the items on the list, although the activity professional you are working with might be able to tell you some of the answers.) Select one item that appears to be a concern and write up quality indicators that can be monitored. (2 hours)

## Self-Test Unit 20

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Describe what happens when you are checking to see if a quality assurance issue has been successfully resolved.
2. List seven quality indicators that can be affected by the activity professional.
3. Describe the four ways an infection can be passed from one person to another.
4. List five risks that activity professionals are involved with. Even better, find risky situations at the facility where you are doing your practicum. List them and describe how you reduced the risk.
5. How many people must suffer actual harm before an Immediate Jeopardy citation can be issued?
6. How many people must suffer actual harm before a Sentinel Event is triggered?

## **Unit 21: Resident Rights**

Pages 315-333

### ***Topics:***

- Determining capacity
- Informed consent
- Advance directives
- Other resident rights
- Restraints
- Behavior management
- Elder abuse

### ***Objectives:***

1. Understand a resident's rights, including the primary right to make all decisions about his/her care as long as s/he is competent and the right to name another person to make the decisions when s/he is no longer competent.
2. Understand the principle of informed consent and participation in care planning
3. Know about other rights of a resident of a long-term care facility
4. Understand the federal regulations regarding the use of restraints
5. Know appropriate methods of behavior modification
6. Know the risk factors and signs of elder abuse

### ***Additional Resources:***

- Handout on elder abuse

### ***Practicum:***

Write the daily schedule you would use if you worked at the facility. (1 hour)

Write up a budget for the supplies required for the activities on this month's calendar at your facility. (1 hour)

## Self-Test Unit 21

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Describe what is required to declare a resident no longer competent to make his/her own decision.
2. List six resident rights mandated by federal law.
3. When do you check to see if a resident wants to vote?
4. List the six steps taken to decide if a resident can reduce the current level of restraints.
5. Describe three important features of a behavior management program for a person with dementia.
6. Describe three things you should not do if an individual is demonstrating inappropriate sexual behavior.

## **Unit 22: Management Issues**

Pages 334-339, 358-359

### ***Topics:***

- Time management
- Budgets
- Looking at schedules and budgets the class wrote
- Policies and procedures
- Medications
- Inservices

### ***Objectives:***

1. Understand the importance of time management
2. Know how to make a schedule that works
3. Understand a facilities budget process
4. Be able to create a budget for the activities you plan to do in a year
5. Understand the purpose of written policies and procedures
6. Know the most common medications used by the elderly
7. Know what adverse reactions to medication an activity professional needs to watch for during activities
8. Be able to present an inservice about the activity department

### ***Additional Resources:***

- Handout on inservices
- Budgets and schedules from the last practicum

### ***Practicum:***

Use the three OBRA forms (pages 355-357) at your facility. Write up a document including Tag references that summarizes your findings. (2 hours)

## Self-Test Unit 22

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List six keys to keeping to a schedule. Mark the ones you have the most trouble with.
2. Describe the difference between supply expenses and capital expenses.
3. Write a policy for using peanuts in activities. (Peanuts may cause severe allergic reactions in some people.)
4. Write a procedure to follow when peanuts are present in an activity.
5. List six factors that make it more likely a person will have an adverse reaction to a medication.

## **Unit 23: Regulations and Standards**

Pages 339-357, 385-389

### ***Topics:***

- OBRA regulations, looking at specific tags
- Surveys
- Level and scope of deficiencies during a survey
- Penalties from surveys
- Results that may be found in a survey (from the forms completed in the last practicum)
- Survey groups

### ***Objectives:***

1. Know which tags in OBRA surveys can be affected by the activity department
2. Understand Tag 248 (Activities)
3. Understand the purpose of surveys
4. Know the meaning of each level of deficiency and the scope of the problem
5. Know the kinds of penalties surveyors are able to levy
6. Be able to list the groups who conduct surveys

### ***Additional Resources:***

- Survey forms from the last practicum

### ***Practicum:***

Study the survey results from the last survey at your facility. (It is available to any member of the public.) Summarize the results. Comment on whether you would want to be a resident there. Discuss ways the survey results could be improved.

## Self-Test Unit 23

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Find the Tags that relate to resident assessments.
2. Describe the meaning and purpose of Tag F155.
3. List the seven steps that will help you pass survey.
4. List the penalties required for an immediate jeopardy citation.
5. Sort the survey groups on page 353 into ones that can assess penalties and ones that cannot assess penalties.

## Unit 24-25: First Aid and CPR

Pages: none, from topics 8 in NCCAP list

### **Topics:**

- ABC's of First Aid
- CPR

### **Objectives:**

1. Demonstrate initial response first aid including the ABC's of first aid
2. Demonstrate ability to check for a carotid pulse

### **Additional Resources:**

- The American Red Cross and other groups offer CPR and Basic First Aid courses. Many of these can be completed in three to six hours. Use the materials from the course for these units of the course.

### **Practicum:**

Being prepared to help out in an emergency involves forethought and some practice. The student has three parts of this practicum to become better prepared in case of an accident:

1. The ability to survey an emergency scene and decide on actions is important. Throughout the day stop and imagine an individual falling down and not breathing in at least five different situations (e.g., at your bus stop, at the coffee shop, in the lobby of the school, etc.). What hazards and other things would make providing first aid difficult in *that* situation?
2. In each of these situations decide the most efficient way to getting extra help while you help the person in need.
3. Practice finding a carotid pulse on at least six different people. Try to find people with a variety of different "challenges," including one with a beard and one who is overweight. Write up your thoughts and discoveries (about one page). (2 hours)

## **Self-Test Unit 24-25**

CPR courses and first aid classes come with their own set of tests.

## Unit 26: Health Precautions & Personal Health

Pages: none, from topics 8 in NCCAP list

### **Topics:**

- Protecting your back
- Managing health care stress
- Blood-borne pathogens
- Health care violence

### **Objectives:**

1. Demonstrate appropriate posture and body mechanics while lifting
2. Demonstrate appropriate pushing and pulling techniques
3. Identify warning signs of being over-stressed
4. List four things to reduce personal stress
5. Demonstrate appropriate method of washing hands
6. Demonstrate how to put on and take off gloves
7. Identify warning signs that another staff or resident is about to start an assault cycle

### **Additional Resources:**

- Short pamphlets are available on these topics from Coastal Training Technologies (Virginia Beach, VA, 800-729-4325). You may also find resources on these topics at your local library.
- For information on stress and burnout as it relates to health care, we recommend the chapter on “Healthy Caring” by Spielman and Blaschko in *Perspectives in Recreational Therapy: Issues of a Dynamic Profession*, edited by Brasile, Skalko, and Burlingame.

### **Practicum:**

Identify one habit or part of your life that causes you excessive stress. Use the methods discussed in class to figure out ways to reduce that stress. Keep a journal of your efforts. (2 hours)



## **Unit 27: Transfer Techniques**

Pages: none, from topics 10 in NCCAP list

### ***Topics:***

- One-person transfers
- Two-people transfers
- Using transfer belts
- Trapezes

### ***Objectives:***

1. Demonstrate one-person transfers including standing pivot and sitting pivot
2. Demonstrate two-person transfers including two-person sit pivot and two-person lift
3. Demonstrate how to walk next to a person wearing a transfer belt to guard against falls (standby assist)

### ***Additional Resources:***

- Bring in a physical therapist to teach transfers. Bring in a few wheelchairs to the class and have students practice transferring each other from a chair into a wheel chair and back.

### ***Practicum:***

Observe transfers being done in your facility. Write a summary of the number of transfers done on a daily basis by the activity professional and by other staff. Also provide information about the types of transfers used and the percentage of residents that require transfers. (2 hours)

## Self-Test Unit 27

Name \_\_\_\_\_ Date \_\_\_\_\_

The self-test for transfer techniques is the actual performance of the techniques.

## **Unit 28: Computer Skills**

Pages: none, topic 20 in NCCAP list

### ***Topics:***

- Word processing
- Database
- Spreadsheets
- Desktop publishing
- Charting
- Games
- Internet
- Participant learning
- Accessibility options

### ***Objectives:***

1. Understand how to use a computer for writing letters and documents, keeping track of supplies, calculating expenses, producing newsletters, and other standard business applications
2. Know how to enter MDS information, care plans, and chart notes using a computer
3. Have a set of computer games that are appropriate for your population
4. Understand how to access to Internet to find information and to send e-mail
5. Understand how computers can be used by residents for their own needs in communication, planning their lives, and seeking information
6. Understand the accessibility options available to make computers more useful for people with handicaps

### ***Additional Resources:***

- Many books cover the basics of using computers
- Information on specific methods used by facilities to enter resident information would be helpful
- The Windows operating system has information on accessibility

### ***Practicum:***

Use a computer. Possible tasks: a spreadsheet of supplies or monthly expenses, a database of recreation opportunities in the community, letters to possible donors, a monthly newsletter, finding information about a health care topic on the Internet. (2 hours)

## Self-Test Unit 28

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Describe five ways computers can be used in the business of running an activity department.
2. Describe four ways computers are used in the facility where you are doing your practicum.
3. Describe four ways a computer may be used by the elderly.
4. Describe three ways to waste hours of time on the Internet and describe how you avoid wasting all of your time there.
5. Name two accessibility options available in the Windows operating system that will help a person with poor vision use a computer more easily.

## **Unit 29: Professional Skills**

Pages: none, topics 12, 26, and 28 in NCCAP list

### **Topics:**

- Professional image
- Leading meetings
- Business etiquette
- Working with supervisors
- Working with consultants
- Certification
- Professional associations

### **Objectives:**

1. Know how to present a professional image in contacts with residents, other staff, families, and in the outside community
2. Know how to lead meetings successfully
3. Understand appropriate business etiquette and how to work successfully with supervisors and consultants
4. Understand the advantages of being certified and the benefits of belonging to professional organizations

### **Additional Resources:**

- *The Professional Activity Manager and Consultant* edited by D'Antonio-Nocera, DeBolt, and Touhey contains most of the information required for this unit

### **Practicum:**

Observe how different staff members at your facility dress. Summarize your observations and test the theory that better dress and more professional respect are related. (1 hour)

Describe the kind of consultation that has been used in the activity department at your facility during the past year. (1 hour)

## Self-Test Unit 29

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List four attributes of a professional image.
2. List four techniques you can use to conduct a more successful meeting.
3. Describe what is required for you to be certified by the National Certification Council for Activity Professionals.
4. Describe what is required for registration, certification, or credentialing with your state organization.
5. List four advantages of belonging to a professional organization.

## **Unit 30: Public Relations and Community Services**

Pages: none, topics 12, 26, and 28 in NCCAP list

### ***Topics:***

- Working with the media
- Publicity methods (newsletters, bulletin boards, posters)
- Letter writing (requests, appreciation)
- Fund raising
- Marketing
- Working with outside organizations (service clubs, religious organizations, businesses, chambers of commerce, adult health services)

### ***Objectives:***

1. Know how to contact your local newspapers and radio and television stations when you have news about a special event in your facility
2. Know how to publicize a special event with newsletters and contacts through outside organizations
3. Understand how to find extra money outside your facility to help you run programs
4. Have a list of outside organizations who would be willing to help with some aspect of programs you run

### ***Additional Resources:***

- Handouts on the above topics, especially a list of organizations that often work with long-term care facilities

### ***Practicum:***

As a representative of your facility (and with the approval of the activity professional) contact someone outside of the facility with information about a special event. If you will be in the facility long enough to follow up on the request, you might ask an outside agency for help to put on an event, including coordinating the way the agency and the facility work together. (2 or more hours)

## Self-Test Unit 30

Name \_\_\_\_\_ Date \_\_\_\_\_

1. List newspapers and bulletins in your area that might publish information about an activity program. Be sure to include some small, weekly papers and bulletins of local organizations.
2. List three activities that might be of interest to the general community.
3. Give three reasons why members of the community or outside organizations might want to fund a part of an activity program.
4. List four organizations that might want to donate time or money to an activity program. Suggest what kinds of activities they might be interested in helping with.