

BASIC EDUCATION COURSE FOR ACTIVITY PROFESSIONALS

- I. Overview of the Activity Profession / 13 hours
- II. Activity Care Planning of Quality of Life / 9 hours
- III. Standard of Practice: Practitioner Behavior / 14 hours
- IV. Human Development: The Late Adult Years / 29 hours
- V. Methods of Service Delivery in the Activity Profession / 25 hours

CIRRICULUM (90 Hours)

1. Overview of the Activity Profession
 - A. Historical Background / 1 hour (Lecture)
 1. Profession
 2. Human growth
 3. Aging population
 4. Social issues
 - B. Agencies and Institutions / 2 hours (Lecture and Student Presentations)
 1. Community visitation & interview
 2. Agency goals & purposes
 3. Programming resources
 4. Leadership styles of others
 5. Understanding the differences between license & certification
 - C. The Activity Professional / 3 hours (IADA past officers, Field Trip & Lecture)
 1. Professionalism concept
 2. Professional organization
 3. Activity Director Role
 4. Career development
 5. NAAP organization (Standard of practice & Ethics)
 6. Philosophy of activity services
 7. Resident Rights role
 8. Resident quality of life
 - D. Philosophy of Operation / 1 hour (simulation & Discussion)
 1. Medical Model, Wellness Model & Flow Model
 2. Long term care setting
 3. Quality of Life, Quality Assurance, & Quality of Care

- E. Regulations / 2 hours (Lecture, Group Role Playing & Mock Survey)
 - 1. Minimum qualifications
 - 2. Regulations regarding nursing home activity documentation
 - 3. Development of activity process through legislation
 - 4. License and certification processes
- F. Support Systems / (1 hour lecture / Speaker)
 - 1. Maintaining contact with family, community, and associations
- G. HIPAA'S Privacy Rule (1 hour lecture / Speaker)
 - 1. Modification of Congress March 2002
 - 2. Purpose & Health Information
 - 3. Individuality identifiable Health Information
 - 4. Privacy information to residents
 - 5. Privacy Officer
 - 6. Records of Compliance
 - 7. Documents required
 - 8. Our responsibilities
- H. Abuse / Neglect (2 hour lecture & video)
 - 1. Difference between abuse & neglect
 - 2. Seven key components
 - A. prevent, Screen, Identify, Train, Protect, Investigate
Report/Respond
 - 3. Federal Tags
 - a. F223, F224, F225, & F266
 - 4. Guidelines for determining immediate Jeopardy (issues)
 - a. Failure to protect from abuse
 - b. Failure to prevent neglect
 - c. Failure to protect from psychological harm.
 - d. Failure to protect from undue adverse medication consequences and / or failure to provide medications as prescribed.
 - e. Failure to provide adequate nutrition and hydration to support and maintain health
 - f. Failure to protect from widespread nosocomial infections
 - g. Failure to correctly identify individuals
 - h. Failure to safely administer blood products and safely monitor organ transplantation
 - I. Failure to provide safety from fire, smoke and environment hazards and/or failure to educate staff in handling emergency situations.
 - j. Failure to provide initial medical screening, stabilization of emergency medical condition and safe transfer for individuals and women in active labor seeking emergency treatment

II. Activity Care Planning of Quality of Life

- A. Frame of Reference for Care Planning / 3 hours (Lecture & Group Work)
 - 1. OBRA 87 (Quality of care to the quality of life)
 - 2. Regulatory requirements for OBRA 87
 - 3. NAAP position on practitioner certification
 - 4. Geriatric care giving
- B. Individualized Care Plans / 4 hours (Lecture, Individual Presentations)
 - 1. Purpose, principles, functions
 - 2. Key elements & tasks of care planning
 - 3. Assessment probes
 - 4. Federal RAI system
 - 5. NAAP Standard of Care application
 - 6. Assessment principles, practices, instruments
 - 7. Interviewing purposes, approaches and techniques
 - 8. Needs, problems, interests and strengths identification
 - 9. Care decision process: team approach to goal setting
 - 10. Goals addressed to meet resident's level of functioning
 - 11. Activity approaches
 - 12. Progress notes
 - 13. Evaluations of care giving
 - 14. Understanding purpose of nursing notes and how to best use their nursing notes in charts
- C. The Health Record System / 2 hours (Lecture & Discussion)
 - 1. Legal requirements
 - 2. Record keeping practices
 - 3. Medical terms
 - 4. Accepted abbreviations
 - 5. Inherent risks in using abbreviations

III. Human Development: The Late Adult Years

- A. Introduction / 2 hours (tape on aging & Discussion)
 - 1. Adulthood facts, definition, statistics
 - 2. Elderly obstacles
 - 3. Theories on Aging
 - 4. Human Wellness
 - 5. Preventive Strategies & Proactive actions
- B. Physical / Biological Aspects of Aging / 2 hours (Dietician as Guest Speaker & Lecture)
 - 1. Universal health needs, dysfunction and intervention Techniques

2. Differences in aging
3. Organ systems
4. Drug therapy effects
- C. The spirituality of Aging / 3 hours (Minister as guest speaker)
 1. Better understanding of one's religious preference
 2. Coping & Dealing with death & dying
- D. Universal Needs of the Elderly / 4 hours (Lecture & Group exercises)
 1. Age related restraints
 2. Mobility
 3. Intimacy & touch
 4. Nutrition
- E. Psychosocial Needs of the Elderly / 6 hours (Field trip to nursing home & Lecture)
 1. Leisure, Discretionary time, Aging
 2. Psychosocial choices
 3. Social Aspects
 4. Successful Adaptation
- F. Physical Changes in Body Appearance and Compositions / 5 hours (Simulations & Debriefing)
 1. Muscles
 2. Skin
 3. Senses
 4. Breathing
 5. Heart
 6. Kidney & Alimentary Tract
 7. Brain & nervous system
- G. The Impact of Illness and Dysfunction on Normal Aging /4 hours (Lecture & Role Playing)
 1. Physical
 2. Mental
 3. Affective
- H. Medication and the Elderly / 3 hours (Lecture, Case Studies)
 1. Physiological & psychological differences in the changes
 2. Risk factors
 3. Side Effects
 4. Activity Role in Medication
- I... Human Development: The Later Adult Years (Individuals do Continuum, Presentations & Discussion)
 1. Human behavior & Aging
 2. Elder needs
 3. Self esteem, self responsibility, assertiveness
 4. Creativity & Aging

- IV. Standard of Practice: Practitioner Behavior
 - A. Code of Ethics / 2 hours (Lecture, Case Studies & Handouts)
 - 1. Professional Ethics
 - 2. Bill of Rights
 - 3. Ethical standpoint of activity professional & Bill of Rights
 - B. Personal Characteristics & Health Management / 3 hour (Personality Test, Lecture, Small Group Exercises, Stress Release Exercises & Debriefing)
 - 1. Quality job performance
 - 2. Job descriptions
 - 3. Strength & Weaknesses
 - 4. Demonstrate how stress relates to disease
 - 5. Create a precautions line of concerns for recreation professional
 - 6. Understanding of safety precautions in activity department
 - C. Professional Development / 2 hours (Video, Lecture & Discussion)
 - 1. Professional standards
 - 2. Certification history
 - 3. Ongoing education needs (Ada)
 - 4. Advocacy numbers (local, state & Federal agencies)
 - D. Professional Attitude toward Residents / 1 hour (Lecture)
 - 1. Assessment form
 - 2. OBRA (Individual rights and dignity issues)
 - E. Right to Life / Right to Die Issues / 3 hours (Tape & Lecture)
 - 1. Federal and State right to life 0 Right to Die Standards & Laws
 - 2. Advance Directives and their functions
 - F. Communication with Residents and Staff / 3 hours (Stimulations, Debriefing & lecture)
 - 1. Effective communication
 - 2. Types of communication
 - 3. Residents communication deficits
 - 4. Adult learning Modes
 - 5. Leading small and large groups
 - 6. Working with other department heads

- V. Methods of Service Delivery in the Activity Profession
 - A. Resident – Centered Flowing from Activity Assessment / 3 hours (Lecture, Group Assessing & Group exercises)
 - 1. Activity planning / Life skills
 - 2. Meeting the needs, desires, and wants of residents
 - 3. Meaningful & purposeful activities
 - 4. Adapting & modifying activities for the population being served

- B. Program Scope / 8 hours (Lecture, Group presentations, Simulations And Role Playing)
 - 1. Resident interest & how to adapt to their leisure interests
 - 2. Variety of programs that meet resident needs
 - 3. Passive and active participants in events
 - 4. How scopes can be identified in each individual & group program
- C. Program Types / 1 hour (Lecture)
 - 1. Goals in care plans
 - 2. Programming techniques
 - 3. Utilize life skills in elder's recreation lifestyles
- D. Activity Management / 7 hours (Lecture & Play)
 - 1. Create own philosophy of activity program
 - 2. Utilize resident assessment to deliver activity program
 - 3. Awareness of state and federal regulations in regard to activities
 - 4. Steps to implement activity program
 - 5. Evaluation steps in the activity program
- E. Level of Service / 2 hours (Lecture)
 - 1. Large / Small groups
 - 2. Special groups / one to one visits
 - 3. Independent
 - 4. Outings / Senior Centers
- F. Resources / 2 hours (Lecture & Group Presentations)
 - 1. Recruit Volunteers
 - 2. Job descriptions for volunteers
 - 3. Keeping administration informed of activity successes, Needs & plans
 - 4. Long range goal setting to enrich the lives of the residents
- G. Treatment Modalities / 2 hours (Lecture & Group Demonstrations)
 - 1. Understanding treatment modality
 - 2. Use of each modality
 - 3. Benefits of each modality
 - 4. Limitations in each modality
 - 5. Pick & choose treatment modalities according to residents Interest and needs and staff ability
 - 6. How to evaluate activity programs

Course Book:

Activities Keep Me Going & Going by Mary E. Miller, Charles W. Peckham, Arline Peckham (Volume A, Core Content 1-11)