

MEPAP 2nd Edition (Part I) - Introduction

Mission:

The MEPAP 2nd Edition (Part I) course provides the activity professional with a strong base of knowledge, as well as the necessary skills and techniques to provide therapeutic activity services to clients and residents in a long term care setting.

Curriculum - The 180 hour course includes:

- 90 hours of class time/ 16 weeks
- 90 hours of practicum experience
- An overview of the Activity Profession
- Human Development and Aging
- Standards of practice and activity care planning
- Methods of service delivery the activity profession

Course Requirements:

- Student will be required to login at the beginning of the course week to read material, assignments, etc.
- Student will have one week to ask questions and to get assignments completed and turned in to instructor unless stated otherwise by instructor.
- Student will be required to attend a one hour structured weekly online chat with instructor to continue discussions of weekly topics and issues.
- Student will be required to email, fax or mail assignments as determined by the instructor.

Practicum Requirements:

- Student will complete practicum manual/forms, find a practicum supervisor and facility, and finish training during the course.
- Student will be required to reach all goals for the practicum given in the practicum goals.
- Student and supervisor will sign off weekly using a form created by the instructor that will be printed from the teaching website and signed by student/supervisor and faxed to instructor.
- Supervisor will be required to complete a midterm and final evaluation regarding student's progress.

MEPAP 2nd Edition (Part I) Syllabus
90 Hours Classwork / 90+ Hours Practicum

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Instructor: Dorothea E. Brewer MA, TRS/TXC, CTRS, ACC, Consultant : Dorothea has over 28 years experience as a practitioner in the field of Therapeutic Recreation. She has extensive knowledge in the field of Psychiatry, Community, Long Term Care and Special Population. Has taught the Basic and Advance Activity Directors course at Houston Community College, Lamar University, North Harris College and independently. She has also taught the Introduction to Therapeutic Recreation as well Therapeutic Recreation Program Planning. Dorothea is a past board member of the Consortium of Therapeutic Recreation and Activities Certification as well as the National Therapeutic Recreation Society, past President and Vice-President of the Therapeutic Recreation Branch of the Texas Park and Recreation Society and has been program chair for the Therapeutic Recreation Branch tract during the Texas Recreation and Park Annual Institute numerous times. Dorothea is known throughout the Texas recreation community as a wonderful mentor and supporter for people within the field of TR and AD.

Required Texts and References:

Essential For The Activity Professional In LTC

Author: Susan E Lanza

Published by: Thomas Learning Published 10/3/96 339 pgs, paperback

ISBN# 0827373872 New \$115.95 (find varied prices on www.addall.com \$109) used starting at \$65

The Professional Activity Manager and Consultant

Author: Anne D'Antonio, Nocero, Nancy Debolt & Nadine Touhey

Published by: Idyll Habor Published 1998 452 pages

ISBN# 1882883241 New \$45 Used starting at \$30

Course Purpose: To provide an overview of diagnostic groups, assessment processes, activity programming, governmental regulations and documentation requirements for activity professionals working in long term care settings.

Outcomes: Upon completion of this course, the student will have acquired:

- Define and understand the Activity Service as a Profession and role as a Professional
- Breakdown of the Long Term Care Continuum while developing understanding of the goals and populations by all services in the Long Term Care Continuum
- Understanding of evaluation and implementation of services regarding needs of clients
- Understanding of human, legal and other organizations
- Understanding accountability and responsibility
- Evaluation and Understanding of Listening Skills and effective communication
- Team work and relationships
- Problem solving and conflict resolution with supervisors, staff and families



- Use of Assertiveness in negotiation and argumentation
- Understand the concepts of professionalism and ethics
- Discuss validity and reliability as an activity professional
- Identify the Activity professions standard of practice, colleagues, ethics, and professional associations
- Design a plan for Certification through NCCAP
- Importance of keeping current with trends, research, resources and continuing education within our field
- Determine areas within the activity profession and patient care that require advocacy
- Learn the breakdown of adult development
- Learn the influence of race, gender, class and culture on adult development
- Understanding of the effects of life events regarding time, order and history
- Determine long life and life span factors in adult development
- Universal human needs
- Identify spirituality and organized belief system and for our residents
- Understanding of the Death and dying process
- Determine personal motives, goals and limits as an activity professional
- Identifying ethical strategies to maintain positive relationships with clients
- Determine effective communication with various types of clients
- Identifying holistic approaches to care giving
- Identifying important data to collect for care planning, assessment, and goals
- Determine the process of recording client progress
- Learn how to effectively work within the interdisciplinary care planning team and team goal setting
- Understanding of care conferences and protocols
- Knowledge of leadership and leading activity groups
- Understanding and managing group behavior in activities
- To understand and demonstration how to develop activity plans for all levels of residents using all the activity domains.
- Develop a philosophy for care and including the service delivery
- Understanding of elements of the activity service design and development.
- Learning the Individual Comprehensive Assessment
- Putting together the service design with program implementation with the use of volunteers to make a successful program.

Assignments:

ALL WRITTEN MATERIAL FOR THIS CLASS MUST BE TYPED USING A 10-12 POINT FONT. DOUBLE SPACED, APPROPRIATELY REFERENCED, AND CLEARLY PRINTED (ORIGINALS NOT COPIES)

1. **History** - 100 points - Interview 2 Activity Directors who have been in the field for over 10 years and write a 2 page paper based of the interview.
2. **Organization** - 100 points - Create an example organization chart for the facility you are employed with. Be sure to have the administrator review your assignment to make sure that you are correct in the chain of command.
3. **Team Members** - 100 points-Create a list of the employees in the facility and record their job tasks.
4. **Associations** - 100 points - Research and find the code of ethics from all the organizations listed: NCCAP, NAAP, CMS, CARF, JCAHO, NCAL, AHCA, AARP
5. **Certification** - 100 points -Write a one page paper about what NCCAP offers the Activity Profession.



6. **Funding** - 100 points - Write a 3 page report on how Medicare and Medicaid help with funding in America's Nursing Homes.
7. **Trends** - 100 points - Choose a growing trend within the Activity field and write a 1 page paper explaining the concept i.e., Eden Alternative, The Pioneer Network, Clubs and Committees, Increase of Psychiatric patients LTC,
8. **Resident Care** - 100 points - Interview three residents; one in their sixties, one in there seventies, and one in their eighties. Ask questions about changes in lifestyle and feelings about living in a long term care facility. Write a short comparison of the difference in the responses of the various aged residents.
9. **Human Needs** – 100 points -Student will complete a Resident Needs Assessment for the entire facility using the form in the Activity Director Guide on page 23. Then will write a 2 page paper explaining findings and 10 goals that will be implemented upon assessment.
10. **Spirituality** - 100 points - Create a cross section of the different religions of your residents within your facility. Then right a one page paper evaluating your spiritual activities and the changes and improvements that need to be implemented to meet the needs of all your residents.
11. **Ethics** – 100 points -Create your own Mission, Code of Ethics and Goals and Objectives as an Activity Director.
12. **Care planning** -100 points- Design an in-service to explain in detail “A Dummies Guide to Care Planning for your Residents. This in-service must be very detail and basic so anyone could understand the process.
13. **Activity Notebook** – 300 points – You will be required to type up these activities each week in the format given by the instructor. At the end of the course the instructor will combine all the students' activities and send via email. The student then will be able to print out all the activities and put into a notebook for reference
14. **Program Design** -100 points - Student will answer the 45 question Program Design and Evaluation form the Book Activity Department Guide by Karen Connelly on page 9. Then write a 2 page paper on their ideas of change and improvements to implement into their activity program.
15. **Documentation**- 100 points - Student will create a notebook with all the appropriate documentation and fax a copy to instructor.
 - the department plan which states the organization's and professional missions, professional protocols and standards, department goals
 - the service structure including group and individual care that is based on client population
 - the service delivery plan that includes staff and volunteers
 - evaluation of department and staff performance
16. **Live Chats** – 100 points for participation - There will be a schedule Live Chat once a week and all students must log in and join the discussion to get credit.

Notebook Explanation: You will be required to type up these activities each week in the format given by the instructor. At the end of the course the instructor will combine all the students' activities and send via email. The student then will be able to print out all the activities and put into a notebook for reference. Gather and type up 3 original activity ideas for each activity type to turn in to the instructor in Microsoft word. All the notebooks will be exchanged with all students to create an excellent activity resource.

**Cognitive Games
Arts and Crafts
Sensory stimulation
Club Activities**



**Physical Games
Fundraising Activities
Reminiscing Activities
Men's Activities
Intergeneration Activities
Community Integration**

Exams:

Exam 1 – 100 points – Will cover week 1 -5 course material

Midterm– 100 points – Will cover week 6-10 course material

Final Exam – 200 points – All material covered throughout the course

Practicum:

1. **Practicum Experience** – 300 points -Student and supervisor will sign off weekly using a form created by the instructor that will be printed from the teaching website and signed by student/supervisor and faxed to instructor. This will indicate completion of required goals set for the practicum experience.
2. **Midterm Evaluation** – 200 points – Supervisor will be required to fill out the mid-term evaluation on the student's progress thus far in their training.
3. **Final Evaluation** – 200- points - Supervisor will be required to fill out the final evaluation on the student's progress upon completion of practicum experience.

Grade Scale:

Total Points 2900

A =2,610 – 2,900 points

B =2,320 – 2,609 points

C =2,030 – 2,319 points

Less than 2,030 points and class must be repeated

MEPAP 2nd Edition (Part I) - Course Outline

Week 1 - Overview of the Activity Profession

This week will breakdown all the various types of Long Term Care demonstrating the versatility of this profession. This week will discuss the importance of the various types of organizations with in the professional, delving into missions and visions of these organizations. Lastly, this week will discuss the importance of accountability and responsibility of the Activity Director in Long Term Care.

- Define and understand the Activity Service as a Profession and role in LTC, **Competency 1 2.1.1**
- Breakdown of various types of LTC facilities **Competency 1 2.1.1**
- Understanding of evaluation and implementation of services regarding needs of clients **Competency 2 - 2.1.2**
- Understanding of human, legal and other organizations – elaborating on the missions, goals, structures, and visions. **Competency 3, 4, 5 -2.1.3, 2.1.4, 2.1.5**
- Understanding accountability and responsibility as a professional in the health service field. **Competency 6- 2.1.6**

Assignments:

Interview 2 Activity Directors who have been in the field for over 10 years and write a two page paper describing the growth of our field.

Week 2 - Overview of the Activity Profession Cont.

- Understanding of human, legal and other organizations – elaborating on the missions, goals, structures, and visions. **Competency 3, 4, 5 -2.1.3, 2.1.4, 2.1.5**
- Understanding accountability and responsibility as a professional in the health service field. **Competency 6- 2.1.6**

Assignments:

Create an example organization chart for the facility you are employed with. Be sure to have the administrator review to make sure that you are correct in the chain of command.

Week 3 - Colloquy

- Team work, relationships, problem solving, conflict resolution with supervisors, staff and families **Competency 7 - 1.3.1**
- Effective communication as an Activity Director (Clients, peers, supervisors, subordinates, and the public, surveyors, legislators and government agencies and Evaluation and Understanding of Listening Skills **Competency 8, 9, 13 - 1.3.2, 1.3.3, , 1.3.7**
- Learning to lead and meeting and in-services **Competency 10, 12 , 1.3.4, 1.3.6**
- Explanation and evaluation of Assertiveness and effectively use negotiation and argumentation **11 -1.3.5**

Assignment:

Create a list of all the job types in your facility and record their job tasks to better understand your facilities team.

Week 4 - Professional Framework

- History of the Activity Profession in Long Term Care **Competency 14, 15 - 2.2.1, 2.2.2**
- Understand the concepts of professionalism and ethics **Competency 16 -2.2.3**
- Identify the Activity professions standard of practice, colleagues, ethics, and professional associations **Competency 17, 19, 20, 21- 2.2.6, 2.2.7, 2.2.4, 2.2.8**



Assignment:

Research and find the code of ethics from all the organizations listed below
NCCAP, NAAP, CMS, CARF, JACHO, NCAL, AHCA, AARP, NTRS, ATRA, JCAHO

Week 5 - Professional Framework Cont

- Design a plan for Certification through NCCAP **Competency 18 - 2.2.5**
- Discuss validity and reliability as an activity professional **Competency 22 - 2.2.9**
- Importance of keeping current with trends, research, resources and continuing education within our field **Competency 23, 24 -2.2.11, 2.2.10**
- Identify similarities and differences between various allied health professions **Competency 25 - 2.2.12**

Assignment: Write a one page paper about what NCCAP offers the Activity Profession.

****EXAM ONE**

Week 6 - Governmental and Social Services

- Understanding of the funding for each service setting in the Long Term Care Continuum **Competency 26 -2.3.1**
- Understanding the regulatory process and compliance survey for each setting in the Long Term Care Continuum **Competency 27, 28, 29 -2.3.2, 2.3.3, 2.3.4**
- Determine the differences between licensing and certifications **Competency 30 -2.3.5**
- Determine the roles of the private "accreditation" companies **Competency 31 -2.3.6**

Assignment:

Write a 3 page report on how Medicare and Medicaid help with funding in America's Nursing Homes.

Week 7 - Advocacy: in the Public Arena

- Determine legitimate needs of older persons and the activity profession that require advocacy **Competency 32 -1.2.2**
- Identify public arenas where the quality of life for the elderly can be effectively advocated **Competency 33, 34, 35-1.2.3 1.2.4, 1.2.5**
- Use professional approaches to advocate our profession and the rights of the elderly **Competency 36 - 1.2.11**

Assignment:

Choose a growing trend within the Activity field and write a 1 page paper explaining the concept ie, Eden Alternative, The Pioneer Network, Clubs and Committees, Increase of Psychiatric patients in LTC, the rise of computers

Week 8 - The Behavioral Sciences

- Understanding of the effects of life events regarding time, order and history **Competency 37 - 3.1.1**
- Determine long life and life span factors in adult development **Competency 38, 39 - 3.1.2, 3.1.3**
- Learn the influence of race, gender, class and culture on adult development **Competency 40, 41 - 3.1.5, 3.1.6**
- Researching the behavioral risks for disease **Competency 42 -3.1.7**

Assignment:

Interview three residents; one in their sixties, one in there seventies, and one in their eighties. Ask questions about changes in lifestyle and feelings about living in a long term care facility. Write a one page comparison of the difference in the responses of the various aged residents.

Week 9 - Adult Client Population

- Understanding of human development in adulthood **Competency 43, 44, 46, 48, 49 - 3.2.1, 3.2.2, 3.3.2, 3.2.4, 3.2.6, 3.2.7**
- Universal human needs **Competency 45 - 3.2.3**

Assignment:

Research Maslow's hierarchy of need and write a 1 page paper regarding your findings and the relevancy to our seniors in LTC.

Week 10 - Adult Client Population Cont.

- Breakdown of Aging **Competency 50, 51, 52, 53, 54, 55 - 3.2.8, 3.2.9 (A), 3.2.9 (B) 3.2.1a, 3.3.9, 3.2.11**
- Determine the differences between spirituality and organized belief system and discuss the various religions practice and their effects on the Activity Profession **Competency 47 - 3.2.5**
- Understanding of the Death and dying process **Competency 47 - 3.2.5**

Assignment: Create a cross section of the different religions of your residents within your facility. Then right a one page paper dissecting you spiritual activities and the changes and improvements that need to be made to meet the needs of all your residents.

**MIDTERM EXAM

Week 11 - Professional Approach to Care

- Determine personal motives, goals and limits as an activity professional **Competency 56 -3.3.1**
- Identifying ethical strategies to maintain positive relationships with clients **Competency 57, 58, 59 -3.3.3, 3.3.4, 3.3.5**
- Determine effective communication with various types of clients **Competency 60, 61, 62 - 3.3.6, 3.3.7, 3.3.8**
- Identifying holistic approaches to care giving

Assignment:

Create your own Mission, Code of Ethics and Goals and Objectives as an Activity Director.

Week 12 - Care Planning Practices

- Understanding the purpose and determined tasks for the process of care planning **Competency 63, 64 - 3.4.1, 3.4.2**
- Identify various tools used to assist in recording data during the this process **Competency 65, 71 - 3.4.3, 3.4.9**
- Identifying important data to collect for care planning **Competency 67 - 3.4.5**
- Understanding of the assessment process- breakdown of determine clients needs **Competency 66, 68 - 3.4.4, 3.4.6**
- Understanding the creation and design of appropriate goals for the client and appropriate activity approach to achieve goals and recording client progress **Competency 69, 70 - 3.4.7, 3.4.8**
- Understanding of care conferences and protocols **Competency 72, 73 -3.4.10, 3.4.12**
- Learn how to effectively work within the interdisciplinary care planning team and team goal setting **Competency 74, 75- 3.4.11 ,3.4.11**

Assignment:

Design an in-service to explain in detail "A Dummies Guide to Care Planning for your Residents. This in-service must be very detailed and basic allowing anyone to could understand the process.

Week 13 - Care giving Practices (Service Delivery)

Week 10 is an overview of the activity profession and Activity Directors deliver the best care to our residents. The student will learn how to breakdown and lead activities to all types of residents and how to adapt and implement activities to all levels of functioning residents.

- Knowledge of leadership and leading activity groups **Competency 75 - 3.1.4**
- Understanding and managing group behavior in activities **Competency 76 - 3.6.1**
- To understand and demonstration how to develop activity plans for all levels of resident using all the activity domains. **Competency 77 - 3.6.2**
- Develop a philosophy for care and including the service delivery **Competency 78 - 3.6.3**
- Demonstration understanding on documentation with in a clients record and various records **Competency 79 - 3.6.5**

Assignment:

You will design an Activity Notebook all activities will be typed in Activity Analysis format.

Week 14 - Service: System of Design, Development and Evaluation of Department Services

Week 11 is designed to help the Activity Director evaluate their current program or future program. It is important to research all policies and procedures used with in the facility and activity department. The student will also be evaluating their current volunteer program for possible improvements. The student will be required to take a step back and determine what they believe is a successfully planned and organized Activity Program and what they need to implement to give their resident's the best quality of care.

- Understanding of elements of the activity service design and development **Competency 80, 81, 82, 83 88, 89 - 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.9, 3.5.10**

Assignment:

Student will answer the 45 question Program Design and Evaluation form the Book Activity Department Guide by Karen Connelly. Then write a 2 page paper on their ideas of change and improvements to implement into their activity program.

Week 15 - Service: System of Design, Development and Evaluation of Department Services Cont.

- Learning the Individual Comprehensive Assessment Competency 84, 85, 86 - 3.5.5, 3.5.6, 3.5.7
- Putting together the service design with program implementation with the use of volunteers to make a successful program. **Competency 87, 89, 90 - 3.5.8 , 3.5.10, 3.6.4**

Assignments:

- Student will create a notebook with all the appropriate documentation and fax a copy to instructor.
- the department plan which states the organization's and professional missions, professional protocols and standards, department goals
 - the service structure including group and individual care that is based on client population
 - the service delivery plan that includes staff and volunteers
 - evaluation of department and staff performance

Week 16 – Tying Up Loose Ends

- Review of the course

FINAL EXAM



MEPAP 2nd Edition (Part I) Practicum

Week 1 – Fieldwork Assignment: 20 points

- Find and secure your fieldwork site

Week 2 – Fieldwork Assignment: 20 points

- Find and secure your fieldwork site

Week 3 -Fieldwork Assignment: 20 points

- Orientation to the facility
- Orientation to the activity department

Week 4 – Fieldwork Assignment: 20 points

- Understanding the operation of the facility; how the team operates and the Chain of command
- Set weekly meeting time with agency supervisor

Week 5 - Fieldwork Assignment: 20 points

- Observe the daily operations of the Activity Department.
- Review Code of Ethics and Standards of Practice within the facility.
- Observe activity programs and procedures that meet federal and state regulatory requirements

Week 6 - Fieldwork Assignment: 20 points

- Continue to observe Activity Director and Activity department.
- Become familiar with various organizations that may be potential resources for this profession (involvement/local, state, national).

Week 7 – Fieldwork Assignment: 20 points

- Initiate appropriate interaction with residents, activity professionals and care team members in various role relationships.
- Discuss the survey process (State/Federal Regulations).

Week 8 – Fieldwork Assignment: 20 points

- Continue to initiate appropriate interaction with residents, activity professionals and care team members in various role relationships.
- Review resident's biological information in the charts or an overview with the practicum supervisor
- Observe activity programs/procedures that meet federal and state regulatory requirements.

Week 9 – Fieldwork Assignment: 20 points

- Continue to initiate appropriate interaction with residents, activity professionals and care team members in various role relationships.
- Become familiar with the Resident Rights Policy and The Resident Council Meetings.

Week 10 - Fieldwork Assignment: 20 points

- Initiate groups as a Co-Leader.
- Become familiar with the term "Quality of Life and Quality of Care".
- Become familiar with the Activity Department Quality Assurance Program within the facility

Week 11 – Fieldwork Assignment: 20 points

- Continue to initiate groups as co- leader
- Designing activity programs based upon existing models of care and service.
- Review the charting process according to the agency format.

Week 12 – Fieldwork Assignment: 20 points

- Begin leading Activity Groups
- Understanding common disabilities and disabling conditions of residents within the facility.
- Understanding the disease process and its impact on activities.
- Relating to a wide range of resident population (i.e. various disability, minority, cultural or socioeconomic groups.)



Week 13 – Fieldwork Assignment:

- Continuing leading Activity Groups
- Demonstrating knowledge of the normal physiological processes of aging in relation to activity programming.
- Demonstrate knowledge on leading various small and large recreation activities (i.e., arts and crafts, social activities, games, exercise, discussion groups, sensory stimulation, etc.)

Week 14 – Fieldwork Assignment: 20 points

- Continuing leading Activity Groups
- Demonstrate knowledge on leading various small and large recreation activities (i.e., arts and crafts, social activities, games, exercise, discussion groups, sensory stimulation, etc.)

Week 15 & 16

- Complete all practicum assignments and finish all practicum hours