

## **COURSE OUTLINE**

### **Activity Director/Social Service Designee**

#### **Course Description**

AH 116. Activity Director/Social Service Designee. 4 hours credit. This course will enable the student to analyze the needs of aging individuals including communicating effectively and understanding the holistic needs of this population. This course will also enable the student to work in long term care as an activity director or social service designee.

#### **Course Relevance**

We live in an aging society. Some aging individuals are not able to live safely in their homes and require care in adult long term care facilities. These individuals deserve to live with dignity, at their maximum potential. In addition to nursing care, the long term care facility provides recreational and social activities. The concepts learned in this course will allow the student to understand the psychosocial aging process, health care delivery issues, the health care team concept, communication skills, regulatory standards, conflict resolution, and management principles as they apply to individuals in long term care facilities.

#### **Required Materials**

None

#### **Supplemental materials**

Materials are provided.

#### **Learning Outcomes**

The intention is for the student to be able to

1. Communicate effectively with the resident, family, and health care team
2. Define holistic needs of the older person in long term care using Maslow's Hierarchy of needs
3. Explain the role of the activity director and social services designee in long term care
4. Analyze needs of the aging individual and self using stress/adaptation model and developmental theories

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas:

1. Problem Solving

- The student will use problem solving in MDS (Minimum Data Set) process (Assessment, planning and implementation of care).
2. Team Work
    - The student will develop a knowledge and appreciation of working as part of a health care team to meet multiple client needs.
  3. Field Related Technology
    - Through written assignments and class presentations, the student will demonstrate critical elements of the Activity Director/Social Services Designee.
  4. Self-Concept
    - The student will engage in self-evaluation using stress/adaptation model and developmental theories.

Secondary skills (developed but not documented):

- Listening
- Nonverbal Communication
- Reading
- Writing
- Speaking
- Time Management

### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Developing a plan of care for a nursing home resident (social services and activity
2. needs)
3. Giving a presentation to the class regarding an appropriate resident activity
4. Completing a written assignment on documentation in the medical record
5. Completing a written assignment on self assessment using Maslow's Hierarch of
6. Needs, stress/adaptation model, and developmental theories.
7. Completing a social history on a class mate

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Sensitivity to resident as a unique individual
  - B. Work ethics
  - C. Legal aspects
  - D. Confidentiality
  - E. Stress/Adaptation
  - F. Teamwork
  - G. Conflict resolution
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Aging theories
  - B. Work ethic
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Awareness and understanding of the work environment and the individuals in that environment

- B. Respect for the resident as a physical, social, psychological, and spiritual being with basic needs and protected rights
- C. Understanding of stress/adaptation model, developmental theories, conflict resolution, assessment techniques, interviewing process, and implementation of care
- D. Recognition of the role of cultural heritage in health and illness
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. Reading
  - B. Writing
  - C. Listening
  - D. Problem solving
  - E. Application of concepts
  - F. Communication with residents, families, and staff

### **Learning Units**

- I. Philosophy of long-term care
- II. The aging process
  - A. Basic human needs
  - B. General characteristics of human behavior
  - C. Attitudes about aging
  - D. Effects of the aging process
    - 1. Physical
    - 2. Mental
    - 3. Sensory
  - E. Psychosocial considerations
    - 4. Stresses – physical, social, economic
    - 5. Heredity and lifestyles
    - 6. Gender and sexual orientation
    - 7. Institutionalization
    - 8. Problem behavior – coping mechanisms
    - 9. Effects of multiple impairments
    - 10. Death and dying
- III. Performance skills
  - A. Working in teams
  - B. Communications
    - 1. Interviewing
    - 2. Writing
    - 3. Interacting with staff, residents and family
    - 4. Working with volunteers
    - 5. Cooperating with state inspectors
  - C. Working with support staff, managing supplies, budgeting
  - D. Applicable state and federal regulations
  - E. Resident's rights

- IV. Role and function of Activity Director
  - A. Understanding activities
  - B. Activities analysis
  - C. Adapting activities to abilities
    - 1. Assessing interests and needs
    - 2. Adaptive equipment
  - D. Program planning for activities
    - 1. Recreational
    - 2. Creative
    - 3. Educational
    - 4. Social
    - 5. Spiritual
    - 6. Physical
    - 7. Vocational
    - 8. Community involvement
    - 9. Service for others
    - 10. Special events
  - E. Therapies
    - 1. Fantasy
    - 2. Reality orientation
    - 3. Remotivation
  - F. Planning for optimal use of environment
  - G. Evaluation of activities
  - H. Admission and discharge process
  - I. Establishing groups and individual participation
  - J. Volunteers
    - 1. Recruitment and selection
    - 2. Orientation
    - 3. Training
    - 4. Placement
    - 5. Supervision
    - 6. Recognition
  - K. Consultation process
  - L. Documentation
  - M. Medical records practice
  - N. Confidentiality
  - O. Assessments
  - P. Activities involvement records
    - 1. Social histories
    - 2. Progress notes
  - Q. Care plans
  - R. Development
  - S. Implementation
  - T. Review
    - 1. Discharge

- V. Administrative skills
  - A. Team concept
  - B. Comprehensive facilities program development
  - C. Policies and procedures
  - D. Developing and utilizing outside resources
  - E. Support staff, supplies, budget
  - F. Applicable federal and state regulations
  
- VI. Role and function of Social Services Designee
  - A. Understanding social work practice
  - B. Understanding approaches to counseling
  - C. Social service functions
    - 1. Admissions, discharge process
    - 2. Liaison: family, agencies, community
    - 3. Referrals
    - 4. Support services
    - 5. Direct services: letter writing, conversation, shopping
    - 6. Resident's council

### **Learning Activities**

Independent and collaborative learning activities will assist the student to achieve the intended learning outcomes. The following teaching/learning activities will assist students to achieve course outcomes: lecture, audio-visual aids, class discussion, unit tests, student presentations to the class, and assigned projects.

### **Grade Determination**

The student must achieve an average score of 70% or above on unit exams to achieve a grade of C or above. The student must hand in assignments as directed by instructor that demonstrate competency in MDS process, documenting in the medical record, development of the social service program, development of the activity program, writing social histories, budget development, and recruiting volunteers.