

LEARNING ACTIVITIES AND RESOURCES



Chapter 1

RESOURCES

Millennials Show Us What 'Old' Looks Like

<https://www.aarp.org/disrupt-aging/stories/ideas/info-2016/what-is-old-video.html>

NCTRC

CTRS Professional Profile Overview

<https://nctrc.org/wp-content/uploads/2015/02/MM2-ctrs-professional-profile-brochure.pdf>

WHITE HOUSE CONFERENCE ON AGING: DISRUPTING AGING

Chief Executive Officer of AARP, gives remarks at the White House Conference on Aging

Jo Ann Jenkins

<https://www.youtube.com/watch?v=4B7WBRglnkE>

Chapter 2

LEARNING ACTIVITY

FIND SOMEONE WHO KNOWS THE ANSWER...

Directions: Talk with your fellow students and find out who knows the answer to the following questions. Have them complete the question and get their signature. You cannot get the same person to sign twice.
DISCUSSION TO FOLLOW.

WORLD DEMOGRAPHICS

1. The number of older people in 2050 is projected to be _____ billion worldwide, representing _____ % of the total world's population.
2. Explain why Africa is slower to undergo the demographics shifts of the rest of the world in relation to older adults.
3. Explain why formal caregiver support will be needed in the future.
4. What is the dependency ratio?
5. Explain why jobs in health care will be in need based on these trends.

HEALTH DISPARITIES

1. What are health disparities?
2. What is a racial mortality crossover?
3. Describe an initiative developed by the Center or Disease Control.
4. Look at Table 2.2, pick one health disparity and inequities, and share your findings with your classmate.
5. Why do you think these health disparities and inequities exist? Discuss with your partner.

RESOURCES

Health Disparities Ted Talk Maryland

<https://researchguides.uic.edu/healthdisparities>

F-Tag Revision in LTC: What are the implications for Recreational Therapy Practice with Older Adults?

<https://www.youtube.com/watch?v=VuOnFZKtjDY>

Chapter 3

LEARNING ACTIVITIES

A. In Groups

- Describe the age-related changes or normal aging (see list below)
- Comment on any related diseases
- What supports will help with these changes?

LIST

System	Reproductive System
Brain and Nervous System	Respiratory System
Cardiovascular System	Skin
Digestive System	Taste and Smell
Endocrine System	Urinary System
Hearing Loss	Vision
Musculoskeletal System	

RESOURCES

Inflammation Underlies Many Diseases | Andrew Weil, M.D.

<https://www.youtube.com/watch?v=lrFFe9cKwos>

Inflammation Underlies Many Diseases | Andrew Weil, M.D.

<https://www.youtube.com/watch?v=jSfxDQbsdVI>

Motivating for Health And Well-Being | Andrew Weil, M.D.

<https://www.youtube.com/watch?v=Wsa3bnJ2Ae8>

Age of Champions | trailer

<https://www.youtube.com/watch?v=p3iWEB1xJzI>

Age of Champions Documentary Film

<http://ageofchampions.org/>

Age of Champions is the award-winning PBS documentary following five competitors who sprint, leap, and swim for gold at the National Senior Olympics. You'll meet a 100-year-old tennis champion, 86-year-old pole vaulter, and rough-and-tumble basketball grandmothers as they triumph over the limitations of age.

The Washington Post called the film "infectiously inspiring" and theater audiences across the country have fallen in love with its light-hearted take on growing older. It's a powerful story to share with the whole family and get inspired to be healthier, happier, and more active.

Chapter 4

RESOURCES

Jeanne Calment Is the World's Longest Living Person | Oldest Women | Most Interesting Fact

<https://www.youtube.com/watch?v=11iHIHng4dE>

145-Year-Old Man May Be the Oldest Living Human in Recorded History - Mbah Gotho

<https://www.youtube.com/watch?v=c4nXVU4nGcY>

Aubrey De Grey - Living to 1,000 Years Old

<https://www.youtube.com/watch?v=ZkMPZ8obByw>

Chapter 5

LEARNING ACTIVITIES

MOCK COMMERCIAL: Have all students bring a laptop for class or supply students with Ipads

- Students will get into groups of three and will make a mock commercial for their “TR place of work” highlighting one of the chronic illnesses. Each group will get a different illness that they need to make a commercial for....whether it be stroke, cancer, etc.
- To do this:
 - » Students will open windows movie maker/ imovie and record their voices stating facts about a certain illness. These facts should be relevant to TR. After facts have been stated, students will describe how their TR place of work helps individuals with these kinds of illnesses. The recordings should be creative and take on an impression of a commercial you’d see on tv.
 - * In addition to recording voices, students will add pictures and video clips to the recordings to make them videos.
- Example of something the students can say: “Here at Michael Rusin’s Therapy, we thrive on assisting individuals with heart disease. Heart disease can be described as any condition where _____. Recreation therapists on staff assist these clients by _____. Some of the programs we offer include_____ and here’s why these programs help: “
- Class can watch the mock commercials at the end of class and vote on whose is the best. Mini discussions can also occur after each video highlighting the key facts of the videos
- If too time consuming, can simply make a poster with the same kinds of information
 - Posters can be advertisements for a TR place of work
- **VIDEO DUBBING:** have students bring laptops or phones and get into small groups
 - Have students find a youtube video on one of the illnesses we learned about in Chapter 5
 - Students will watch the video several times and get comfortable with it
 - Then, students will remove the sound from the video and add the voices to the characters in the videos
 - » You can also select a few videos for the students to choose from that have the length and number of characters that you desire
 - Students will dub in their voices in the videos and will speak about facts of the illnesses and how TR can help
 - Example: <https://www.youtube.com/watch?v=3tUCuMSPQwE>
 - Obviously, students shouldn’t dub over these videos with over-the-top humorous saying... instead should focus on facts of the disease and how to help

Incorporating a few humorous sayings wouldn’t hurt though, as humor is a good method of teaching material

RESOURCES

Getting old should not mean losing control | Nicole Ruggiano | TEDxFIU

<https://www.youtube.com/watch?v=Hu2EdU86SMM>

Frontline Living Old

<https://www.pbs.org/video/frontline-living-old/>

Chapter 6

LEARNING ACTIVITIES

STUDENT EXAMPLES: Have the students create an example/story of an individual who has either depression, dementia, or anxiety.

- To do this:
 - » Students get into small groups
 - » Instructor administers a piece of paper to each group with a type of depression/dementia or delirium or anxiety written on top.
 - » Students then write a small story of an individual experiencing different symptoms of the mental disorder
 - * Can have students write more than one example
 - * They should be creative and include the individual's name, an incident that occurred, the length of experiencing this disorder, etc
 - » After the examples are written, the students read their examples to the class and the class must guess at what the disorder is of the individual in their example
 - » For example: Chuck is a 60-year-old male that has to give an important speech in front of his coworkers in about a week. Lately, as times draws closer to the speech, Chuck has been experiencing an upset stomach consistently and his sleep quality has decreased.
- Studies have shown that when creativity is infused with the learning of material, information is easier memorized
- JIGSAW activity
 - Split students into "base groups" of 3 or 4
 - Each member of a "base group" is assigned a mini topic to research, such as a type of dementia/ depression/ etc. Students then meet in "expert groups" with others assigned the same mini topic to discuss and refine their understanding. The base groups reform, and members teach their topics to their teammates
 - The ability for students to put descriptions and definitions in their own terminology helps them understand material

Chapter 7

LEARNING ACTIVITIES

1. Match a theory with a famous doctor
 - a. Separate students into small groups
 - b. Students will choose one doctor from a list of famous doctors
 - i. Dr. Gregory House (House)
 - ii. Patch Adams
 - iii. Dr Grey (Grey's Anatomy)
 - iv. Dr. Murphy (The Good Doctor)
 - v. Dr. Shephard (Lost)
 - c. Students will decide on which theory related to older age the famous doctor is most likely to follow and why
 - i. Creativity is key here
 - ii. Information can be writing on a poster board with an image of the doctor somewhere on the poster board
 - iii. Groups will attempt to convince classmates that the theory they selected is the best choice

RESOURCES

Positive Psychology Martin Seligman

<http://blog.naver.com/PostView.nhn?blogId=kangleehye&logNo=220277446107>

Pioneer Network Person-Directed Care

<https://www.pioneernetwork.net/culture-change/continuum-person-directed-culture/>

Chapter 8

LEARNING ACTIVITIES

1. Variation of “Guess Who” using the many assessments listed in this chapter
 - d. To prepare:
 - i. Print many copies of the names of assessment tools listed in this chapter and cut them out into small pieces of paper (Half the size of an index card)
 - ii. Laminate cards if you want them to last longer!
 - e. To set up a match:
 - i. Have students play “Guess Who” matches against each other by have two students sitting back to back with the same set of assessments in front of each of them



- ii.
 - f. To play:
 - i. Each student will mentally select an assessment for his/her opponent to guess
 - ii. Students will then take turns asking yes or no questions to get closer and closer to guessing opponent’s selected assessment
 - iii. Whoever guesses the assessment selected by the other opponent first, wins!
 - g. Variations:
 - i. At the beginning, students can use the book for help
 1. When students become more comfortable with the assessments, the book cannot be used to make the game more challenging number of choices can be decreased also to adapt towards needs of the students

RESOURCES

Rehabilitation Measures

<https://www.sralab.org/rehabilitation-measures>

Consult Geri - Assessment tools used in geriatrics

<https://consultgeri.org/tools>

Short Physical Performance Battery

<https://sppbguide.com/>

Satisfaction with Life Scale

<http://labs.psychology.illinois.edu/~ediener/SWLS.html>

WHOQO: - BREF

https://www.who.int/mental_health/publications/whoqol/en/

General Self-Efficacy Scale

<http://userpage.fu-berlin.de/health/selfscal.htm>

Chapter 9

LEARNING ACTIVITIES

- Debate!
 - Within each management category: Behavior, cognitive, falls prevention, healthy aging, hospice/palliative, depression, pain management, physical intervention -> there are several interventions a recreation therapist can use
 - Students can be split up into two groups and debate for and against specific interventions for any category.
 - » For example: Debate on using creative arts for older adults with depression as opposed to exercise
 - * One half of students is for creative arts and against exercise
 - * Other half for exercise and against creative arts
 - » Instructor would need to explain more information on the older adult with depression: who they are, interests, lifestyle, etc. This helps students create arguments
 - They can be shorter debates in order to get through many categories
 - This forces students to understand information and “think on their toes” to respond to any statements made by the opposing side.
- Movie assignment
 - Have students watch a movie/tv show/etc about a character with any symptom described in this chapter such as depression, for example
 - Students will think about how the symptom is portrayed in movies/tv show, etc.
 - Have students record the recreational activities the characters participate in throughout the film and how these activities are therapeutic for the character
 - » If the character does not participate in any recreational activity, have students recommend activities based off the character’s personality and interests
 - Students can watch a movie in class together OR
 - Students can select a film from a specific selection of movies from the instructor or can choose freely
 - Information can be written in class or typed out and submitted on a discussion board
 - » If written in class, students can discuss the effectiveness of the recreational activities the character participated in and how the activities were beneficial towards the characters symptoms.
 - » Students can respond to two posts
 - » Responses can include opinions as to the effectiveness of the interventions chosen by the students or opinions of the effectiveness of the recreational activities the character

RESOURCES

Music and Memory

<https://musicandmemory.org/>

TimeSlips

<https://www.timeslips.org/>

Pet Partners

<https://petpartners.org/>

Go4Life

<https://go4life.nia.nih.gov/>

Nursing Home Tool Kit for Positive Behavioral Health

<http://www.nursinghometoolkit.com/>

Chapter 10

LEARNING ACTIVITIES

1. Compare and contrast
 - a. Have students review job openings for activities positions and TR positions
 - i. What are the differences?
 - ii. Similarities?
2. Evidence based programming
 - a. One of the major roles of the RT is being a consumer of evidence
 - b. Students will be placed in groups of two or three
 - c. Students will select from a list of common therapeutic benefits that older adults wish to gain from TR programming
 - d. After selections, students will use the Internet to discover evidence-based research that has been shown to achieve the therapeutic outcomes selected
 - e. Students will orally present information to class in 2-3-minute presentation
 - i. Include:
 1. Desired outcome
 2. Intervention chosen
 3. What research says
 4. Whether research was valid and reliable

Chapter 11

LEARNING ACTIVITIES

1. Volunteer at any adult day center in the area to learn about programming in an engaging manner
2. Have students facilitate an activity (cooking/ arts) at a job setting explained in Chapter 11
 - a. Interview older adults in those settings during and after the activity to find out their opinions on the facility and what possible recreational changes they hope to see.
3. List many examples of different older adults and have students match the older adult with the best suitable setting listed in Chapter 11
 - a. Have students indicate why that setting would work best for the older adult

RESOURCES

Hospital Elder Life Program (HELP)

<https://www.hospitalelderlifeprogram.org/>

PACE Program

<https://www.medicaid.gov/medicaid/ltss/pace/index.html>

International Council on Active Aging

<https://www.icaa.cc/>