

# SAMPLE ASSIGNMENTS



# Evidence-Based Practice in Recreational Therapy:

## CHRONIC HEALTH CONDITIONS/GERIATRIC SYNDROMES AND RECREATIONAL THERAPY INTERVENTIONS

Evidence-based practice (EBP) is the process of collecting, processing, and implementing research findings to improve clinical practice, the work environment, or patient outcomes. Utilizing the EBP approach to recreational therapy provides the highest quality and most cost-efficient patient care possible.

For this assignment find recreational therapy research articles dated 2009 to 2019 that addresses a significant chronic health condition (Examples: depression, arthritis, stroke, heart disease, failure to thrive, deconditioning, Parkinson's Disease, dementia, falls, etc.) and a recreational therapy intervention for older adults (Examples: music, aquatics, drama, expressive arts, physical activity, adventure, horticulture, animal-assisted therapy, games etc.). For example, you could research how animal-assisted therapy can meet the needs of older adults with depression, or how gentle yoga can help older adults with osteoarthritis.

You may find these on PubMed, CINAHL, Medline, PsychInfo, or other databases offered by your university library. Your information will be obtained from the actual research article.

Please include:

### **The journal citation (example):**

Fitzsimmons, S., & Buettner, L. (2003). Animal-assisted therapy and loneliness for older adult. *American Journal of Recreation therapy*, 23-33. (R)

### **A short description of the intervention: (example)**

This research provided four weeks of animal-assisted therapy two times a week. The treatment group included 12 older adults with loneliness who attended the animal assisted therapy program and 12 older adults in the control group who received regular facility programs. A recreational therapist leads the animal assisted therapy program in groups of four.

### **A short description of how the intervention was measured:**

The loneliness short form was administered prior to the intervention and after the four-week period to all persons in the control and treatment groups.

### **The results:**

The participants in the animal-assisted therapy group has statistically significant results in decreasing loneliness.

**Please turn in the printed article along with your papers.**

# Assignments for Older Adults

## Assignment 1: Self-Reflection

What does old mean to you? This may be difficult to assess, but look for clues about yourself in the following self-discovery exercise.

Complete the sentences below as spontaneously as possible. Do not pause to think. There is no right or wrong answer. (5 points)

1. When I contemplate growing old, I...
2. Growing old makes me feel...
3. Growing old means getting...
4. The older I become, the...
5. Old people never...
6. When I get old, I will lose...
7. Seeing an old person makes me...
8. A person can be considered old when...
9. When I am old, I...
10. As I look back on the preceding statements, I feel aging is...

After you have completed the statements, identify how you felt as you wrote. Were you angry, tense, or fearful? Could you think of nothing to write? Elaborate! (10 points)

Consider further some of your feelings. For example, explain your feelings of fear. Fear of what? Fear of loss of power? Fear of the unknown? Fear of dependency? Fear of loss of prestige or beauty? Elaborate! (10 points)

Look carefully at your answers. Do you see any similarities in them? Are any words or phrases repeated? Can you identify any meaning attached to them? Can you begin to realize what getting old might mean to you? Elaborate! (15 points)

Spelling/Grammar/Punctuation/Organization/Neatness (10 points)

# Assignment 2 Research Paper Outline: Needs of Growing Older

Turn in one-page comprehensive outline of your research paper with a list of at least five references (within last five years and from peer-reviewed journals).

Fill in this basic outline with specifics.

I Intro

II Description of the need

III Evidence-based practices that address the need

IV Ways that RT may address the need

V Conclusion

Reference List in APA format

This assignment allows you to get feedback before writing the paper. In addition to the five articles, you may use reputable websites to gather information on the need. The research paper should thoroughly describe a specific need area of older adults (cognitive, social, physical, sensory, psychosocial, self-expression [arts, life roles]). These will be assigned in class. It will most likely be necessary to narrow the focus of your description of the need (for example under physical needs, you might decide to focus on heart health or falls prevention in order to tackle evidence-based practices for that need).

# Assignment 3: Visit to Assisted Living and Skilled Nursing Home Reflection

This visit is to prepare students to do assessments and interventions in the two different sites. It allows the student to find the facility, become oriented to the partner, and gain an appreciation of the needs of the residents at the facility.

Make an appointment to visit the Assisted Living and Skilled Nursing Facility ( it depends on the partner—some partners give me assigned times and the students sign-up with me while others prefer the student to call for an appointment). During your visit, practice professionalism: 1) Dress in your RT uniform, 2) arrive promptly, 3) remember that this is the resident's home—respect the space as if you are visiting someone's house, 4) respect and dignify the experience of the partner.

After you visit, prepare a 1-2 page reflection that answers these questions. Include a reflection of both visits in one double-spaced typed paper.

As appropriate, compare and contrast the environments to assist you as you begin thinking about the implementation of your protocol.

1. What was the functional level of the residents that you will be implementing with? (describe in a few words your impressions of physical, social, cognitive function) What modifications will you need to make with assessment and implementation?
2. What were some elements of each environment that will promote positive group dynamics during your intervention? Comment specifically on the programming space (light, sound, furniture, table space, windows)
2. What were some elements of each environment that may create barriers to positive group dynamics during your intervention (light, sound, furniture, table space, windows)?
3. What surprised you or intrigued you by your visits?
4. What fears or anxieties do you have about completing an intervention in these spaces?

# Assessment Presentation Assignment

1. In your small groups (two to three students) you will be assigned an assessment from the textbook to present to the class.
2. Learn the assessment in order to teach your class, as if you were training staff.
3. You will present for 10 minutes.
4. You must include the following:

## Presentation

### The Facts:

1. Name of assessment
  2. Purpose
  3. Intended participants
  4. Time to administer
  5. Construct being measured
    - \* The broad subject being measured (i.e., mobility, agitation, apathy, depression, etc.)
  6. Show how to administer/score/report/interpret results (this will coincide with a demonstration)
  7. Suggest how you might use this assessment in Recreational Therapy practice
  8. Brief conclusion
  9. References
5. Question and Answer

# Health Calculator for Class

Bring results to class

<https://www.livingto100.com/calculator>

Assess your own personal health habits on the Health Span Calculator come to class being ready to discuss the positive health behaviors that will lengthen your life and the negative ones that may shorten your life. Sharing what you learned from taking the quiz.

# Learning and Making Connections Through Films

The student will be expected to view a film of their choice featuring older adults. View a film you have NOT seen before. Many of the below movies can be found on Netflix, Amazon, Hulu, Redbox, or the library. A three to four-page (plus cover page and reference page) report will be submitted to the instructor highlighting age-related theories, themes, concepts, and issues presented in the textbook, classroom discussion, and web site reviews. Use APA 6th edition style of writing. We will discuss your papers in class.

## Films

*Still Alice*

*Fried Green Tomatoes*

*The Five People I Meet in Heaven*

*Cocoon*

*About Schmidt*

*Evening*

*Driving Miss Daisy*

*Too Dance with the White Dog*

*Divine Secrets of the YaYa Sisterhood*

*The Best Exotic Marigold Hotel*

*Space Cowboys*

*Calendar Girls*

*Ladies in Lavender*

*Trouble with the Curve*

*Redwood Highway*

*Nebraska*

*Amour*

*Tuesday with Morrie*

*Young at Heart*

*Nobody's Fool*

*The Trip to Bountiful*

*Grand Torino*

*UP*

*Grumpy Old Men*

*On Golden Pond*

*A Rumor of Angels*

*Strangers in Good Company*

*Away from Her*

*I'll Be Me*

*The Straight Story*

*Something's Got to Give*

*Quartet*

*The Bucket List*



# Scavenger Hunt

## CENTER FOR DISEASE CONTROL WEBSITE PHYSICAL ACTIVITY FOR OLDER ADULTS

<https://www.cdc.gov/physicalactivity/inactivity-among-adults-50plus/index.html>

1. Explain why physical activity for older adults is so important.
2. What are the physical activity guidelines?
3. What is the problem? Describe in detail.
4. How can communities help with this problem?
5. Review the MMWR Data Highlights, what does this tell you?