



Behavioral Health Sciences Institute

Residential Facility Administrator (RFA)
Core Curriculum:

Program Descriptions, Program Objectives & Curriculum Outlines for Modules:

- 1. Psychosocial Rehabilitation**
- 2. Community Resources**
- 3. Care Planning Administration**
- 4. Supervision**
- 5. Understanding and Responding to Behavior of Residents**
(prior to Fall 2003, Managing Difficult Behavior)

60 Pineland Drive, Suite 101 ~ Lewiston Hall, Building 4 ~ New Gloucester, Maine 04260
Telephone: (207) 688-4589 ~ Fax: (207) 688-4572 ~ EMail: info@bhsi.net ~ Website: www.bhsi.net

A COLLABORATION BETWEEN SPURWINK INSTITUTE & UNIVERSITY OF MAINE AT AUGUSTA

1. Psychosocial Rehabilitation

Program Description:

This two-day module is intended to provide students with a basic understanding of the values underlying psychosocial rehabilitation [PSR] and some tools for the implementation of PSR in residential facilities. The content of the training is applied to people in residential care who have mental illness, people with developmental disabilities, people who are elderly, and people who have dementias. This module includes didactic presentations, video, large group discussions, work in diads, and completion of two homework assignments.

Program Objectives: Upon successful completion of this module, students will be able to:

- ❑ Identify core values and assumptions of PSR;
- ❑ Describe the processes of recovery and support;
- ❑ Establish a relationship with a resident through the use of PSR assessment tool;
- ❑ Identify goals with a resident; and
- ❑ Teach a skill to a resident using the “*tell, show, do*” methodology
- ❑ Establish a base of attitudes and values for each of the subsequent modules in the certificate program.
- ❑ Introduce some tools for using PSR with a variety of residential facility populations.

Content outline for PSR module:

- Introductions
- Expectations re: all of the RFA modules
- Definition of psychosocial rehabilitation (PSR)
- Overview of history of PSR
- Present and discuss value of PSR
- Present and discuss principles of PSR
- View and discuss Patricia Deegan video – the lived experience of mental illness
- Introduction of treatment – rehabilitation – recovery model
- Individual exercise re: recovery
- Assignment of three articles to read prior to next morning; be ready to discuss what contributed to the recovery of each of the people in the articles
- Discuss homework assignment
- Introduction to PSR tools
- Diads to practice using “How Are You?” assessment tool
- Process in large group
- Return to diads to develop overall rehabilitation goals (ORG) with each other
- Using a volunteered ORG, demonstrate the PSR tool for skills assessment
- Diads to practice doing skills assessment
- Using previous ORG, demonstrate the PSR tool for resource assessment
- Demonstrate with volunteer the Tell, Show, Do method of skill teaching
- Grab bag activity for Tell, Show, Do
- Small group discussion of Principles of PSR in Residential Care; report out to large group (this is done throughout Day Two)

Homework Assignment: Do an assessment using a PSR tool, e.g., “How Are You” scale, of a resident in your facility. Make this a meaningful time to spend with the resident. Make a copy of the assessment, deidentify it, and either bring it to next class, fax, or e-mail it.

2. Community Resources *(prior to Fall 2003, Program Development [or Programming])*

Program Description:

This two-day module is intended to provide students with an understanding of the need for programming in residential care facilities, the differences between activities and programming, and how to identify and use community resources to assist with programming. Delivery of this module includes didactic presentation, large group discussions, work in diads, student research of community sites, and completion of a homework assignment.

Program Objectives: Upon successful completion of this module, students will be able to:

- Define programming in residential care facilities;
- Distinguish between activities and programming;
- Use a basic decision-making model to work through facility issues and problems;
- Know where to locate state services and programs for their residents;
- Know where to find community-based services and programs for their residents; and
- Create and maintain a resource directory for their facility.

Content outline for Community Resources module:

- Define programming
- Present sources of programs
- Develop examples of activities and programs
- Develop the two lists and draw conclusions
- Present demographic information re: residential care in Maine
- Present Jon O'Brien's theory of service accomplishments
- Discuss the nature of residents needs
- Discuss what needs are difficult to meet including barriers to meeting them
- Present concept of and sample entries for resource inventories for each residence
- Excuse attendees from class early on Day One in order for them to collect newspapers, local chopping notes, service directories, etc. and to visit community education and recreation departments for the purpose of gathering information and materials to use on Day Two in building their resource inventories.
- Present and discuss attendees problem definitions for case study re: residential facility with lack of good, consistent, individualized programming
- Present decision-making model
- Use decision-making model to resolve problem identified in case study
- Use materials brought into class to build resource inventories

Homework Assignment: Prepare at least three additional resource inventory entries using the sample format presented in class. The entries should be linked to identifiable needs of existing residents in the attendee's facility.

3. Care Planning Administration

Program Description:

This two-day module is intended to provide students with an understanding of both the requirements and the necessity for admission policies, assessments, and individualized planning. Students will become familiar with a variety of assessment and planning tools and model admission policies. They will also be challenged to assume leadership in their facilities in all three of these areas. Delivery of this module includes didactic presentation, large group discussion, work in diads, and completion of a homework assignment.

Program Objectives: Upon successful completion of this module, students will be able to:

- Identify individual planning requirements in regulations;
- Describe the value of admission policies, good assessments, and individualized planning to their facility and to their residents;
- Critique their facility admission policies
- Perform an individual assessment with at least one tool;
- Use assessment information to develop an individualized plan for a residents; and
- Develop a plan for increasing the quality of their own administration of admissions, assessment, and planning

Content outline for Care Planning module:

- In small groups develop lists of value-based reasons why individualized planning is important
- Process lists in large group
- Read the current DHS regulations re: service plans
- In small groups, summarize current admissions policies
- Compare the lists with standardized criteria for admissions
- Individually, have students complete Admissions Worksheet #1
- Chart their responses in large group; identify that their answers are the same things that need to be shared with new residents
- Individually, have students complete Admissions Worksheet #2
- Process their feelings in the large group re: the loss of physical possessions that were important to them
- Didactic presentation on Losses
- Review Admissions Worksheet #3 with class
- In small groups, discuss what their facilities do to ease new residents through their transitions
- Review the DHS regulations re: content of individual assessments
- Compare their assessments with the regulations; include comparing the How Are You? Scale with the regulations
- Discuss what more staff may need to know in order to be effective in supporting individual residents
- Present Vicious Cycle
- Individually, write a description of someone you find difficult to assess
- List each of the students descriptions
- Assign 3 or 4 of these descriptions to small groups for their brainstorming
- Discuss their suggestions in large group

- Present interviewing skills
- Present overview of individualized planning
- In triads, do assessment of Marlo case study
- Process in large group
- In diads, administer How Are You? Scale to each other
- Discuss in large group, i.e., how did it feel to be interviewed, how did it feel to be the interviewer, what would you do differently as a result of this exercise when interviewing residents?
- Review Maslow's Hierarchy of Needs
- In triads, using Marlo case study, identify strengths, needs, resources
- Discuss in large group
- Lead full class discussion on the administrator's role in the continual evaluation of the facility's individualized planning
- Present elements of a good discharge plan
- Discuss barriers to good discharges and the administrators leadership responsibilities about discharges

Homework Assignment: Using the assessment tool of your choice, perform an assessment that would be used to develop a service plan for an individual at your facility. Be sure to include strengths as well as needs and to cover all of the areas mentioned in the regulations.

4. Supervision

Program Description:

This two-day module is intended to provide students with an overview of effective supervision of employees, dealing with difficult employees, models of good job descriptions and staff development plans, and an introduction to employee discipline. Delivery of this module includes didactic presentations, small group work, work in diads, video tapes, and completion of a homework assignment.

Program Objectives: Upon successful completion of this module, students will be able to:

- Describe effective supervision;
- Identify motivators for their employees;
- Identify the content of good policies and procedures;
- Identify where to get assistance in writing good policies and procedures;
- Identify difficult employees and strategies for supervising them;
- List the requirements of a good job description;
- List the steps in a “disciplining without punishment” model of disciplining employees;
- Develop a plan for staff development.

Content outline for Supervision module:

- Introduce purpose of module
- Setting expectations
 - o Purpose of policies and procedures
 - o Content of job descriptions
 - o Sample job descriptions
 - o Orientation of new employees
 - Group discussion of what material is currently in their orientations
 - What should be in the orientations
 - Seven Steps to a Better Orientation
- Motivating Employees
 - o • Introduction to motivation theory
 - o • Show video – Motivation; The Classic Concepts
 - o • Discuss video including:
 - Is money a motivator?
 - What is the surest way to get someone to do something?
 - Are poor working conditions a demotivator?
 - Do the same motivators work for everyone?
 - o Develop a list of rewards and sanctions used in their facilities – diads
 - o Process the above in large group
 - o Additional ideas for motivating employees
- Dealing with Employees
 - o Define supervision
 - o Define effective supervision
 - o Supervision is counterproductive when...
 - o Show video – After All, You're the Supervisor
 - o Handout Richard Flores Day; small groups use handout to discuss video, i.e., What did Richard do well? What did Richard do that you question?
 - o Process in large group
 - o Handout self-assessment; individually complete the assessment

- o Define disciplinary interventions
- o Show video – Conflict on the Line
- o Answer questions in small groups, i.e., What should the manager do now? What is the major problem? What did the manager do which seemed correct? What did he fail to do?
- o Handout and discuss Refereeing Disagreements
- o Large group discussion of employee behaviors that cause them, as supervisors, the greatest difficulty
- o Individually – The most difficult person you have ever encountered at work; What behaviors were objectionable? What successes or failures have you had working with this person?
- o Show video – Working with Difficult People
- o Discuss video in large group
- o Present the Four Step Process for Dealing with Difficult People
- o Use an example from those which they identified before the video and walk through the Four Step Process
- Appraising Employees
 - o Present Discipline without Punishment
 - o Large group discussion re: those which use this model and skepticism about disciplinary leave with pay
 - o Federal requirements for performance appraisal
- Developing Employees
 - o Handout re: basics of staff development
 - o Large group discussion of their current efforts and barriers to developing staff

(If not done in some other module, must be sure to include Adult Abuse, Neglect, and Exploitation by the end of this module)

Homework assignment: Complete a Four Step Process worksheet on someone who you supervise who has difficult behaviors. Ideally, use this worksheet as a way of organizing your thoughts for actually intervening with that employee.

5. Understanding and Responding to Behavior of Residents

(prior to Fall 2003, Managing Difficult Behavior)

Program Description:

This two-day module is intended to provide students with information about and practical skills for dealing with the most frequently encountered difficult behaviors of residents. Half of one day is spent on assessing difficult behavior and developing strategies for managing the behavior using a four-step model. The second half of the day is spent on communication skills and the special issues related to residents who have been institutionalized. The remaining full day is devoted to an introduction to the Best Friends Model of providing support to people with Alzheimer's Disease and other dementias. Delivery of this module includes didactic presentation, small group work, large group discussion, individual exercises, videos, and completion of a homework assignment.

Program Objectives: Upon successful completion of this module, students will be able to:

- Anticipate difficult behaviors before they occur;
- Develop alternate strategies for dealing with difficult behaviors;
- Develop a "life story" for at least one resident;
- Demonstrate the ability to actively listen;
- Identify difficult behaviors that have their roots in prior institutionalization of residents.

Content outline for Understanding and Responding to behavior of Residents module:

- Best Friends Alzheimer's Training
 - The first day is spent doing a summarized six hours of the twelve hour Best Friends training. This addresses residents with Alzheimer's Disease as well as other dementias. In addition to presenting the summarized content, this day focuses on the management responsibilities of supporting residents, families, and staff as they work with this challenging population. This is copyrighted material from DHS and can only be delivered by Best Friends Master Trainers.
 - If the class has a significant number of administrators of residences with people who are developmentally disabled, additional material is included pertinent to this population and Alzheimer's Disease.
- Previously institutionalized residents
 - Large group discussion of current residents who have been previously institutionalized
 - Show video – either Belchertown State School or Pineland
 - Small groups – What behaviors do you see in your residents which might have their origins in the institutional experience?
 - Large group discussion of above
 - Small groups – How would this awareness change the approaches you and your staff might take to the resident?
 - Large group discussion of above
- Managing other difficult behaviors
 - Present generic decision-making model

- Pass out worksheet
- Individually – Identify a resident who has a difficult behavior
- Chart their examples
- Select at least one example and work through the decision-making model with the large group
- Break into small groups and have each group do one more example
- Present their examples to the large group

Homework assignment: Using the decision-making worksheet, complete an example for a resident in your facility who has behaviors which are difficult.