



Equipping California Long-Term Care Ombudsman Representatives for Effective Advocacy: A Basic Curriculum

INTRODUCTION

Overview

“Equipping California Long-Term Care Ombudsman Representatives for Effective Advocacy: A Basic Curriculum,” is a program of study for the *basic* 36-hour classroom training for persons seeking to become certified as Long-Term Care Ombudsman representatives. The original national curriculum was developed over a three year time period by Sara Hunt, consultant with the National Long-Term Care Ombudsman Resource Center. The curriculum has been adapted for use by the California Office of the State Long-Term Care Ombudsman Program (SLTCOP). It consists of eight chapters; five from the original national curriculum developed by Ms. Hunt, two that were developed by the California State Long-Term Care Ombudsman Program Curriculum Development Task Force, and one that was developed for the San Francisco Long-Term Care Ombudsman Program. In producing the original curriculum, the National Long-Term Care Ombudsman Resource Center worked with the National Association of State Long-Term Care Ombudsman Programs and the National Association of Local Long-Term Care Ombudsmen. The satisfactory completion of this curriculum is required for Ombudsman certification and its use supersedes any curricula previously used by the SLTCOP.

Intent

This curriculum is intended to help states develop or improve their basic training process for Long-Term Care Ombudsman representatives (LTCO). The curriculum is designed to be application based and uses activities which sequentially build on previous ones. The curriculum assumes students have been introduced to the Long-Term Care Ombudsman Program, their role as LTCO, and have read pertinent resource materials prior to each session.

Methods

The chapters are designed to immediately ground students in the LTCO role. A model for receiving, resolving and documenting problems as LTCO is presented before students are asked to work case studies or to practice skills. Showing the “right” way and discussing what makes it correct gives a concrete example of what LTCO do. Each chapter offers opportunities for practice, critiquing video scenarios, asking questions, connecting aspects of the content with the student’s personal life and positive modeling. Therefore, some topics such as the Problem-Solving Process will appear in the curriculum more than once.

Themes

Ombudsman ethics and values, including being resident directed and resident centered, are integrated throughout the curriculum chapters.

We thank you for your interest and willingness to be an advocate for California's vulnerable elders and dependent adults living in Long-Term Care facilities.

Joseph Rodrigues
State Long-Term Care Ombudsman
California Department of Aging

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ABOUT THE AUTHORS

Sara Hunt, MSSW, is a consultant for the National Long-Term Care Ombudsman Resource Center with expertise in the areas of Ombudsman training, policy development, program management, and care planning and quality of life. Sara was the State Long-Term Care Ombudsman in Louisiana for five years (1981-1986) and has served as a consultant to the Ombudsman Resource Center since 1987. For more than twenty-five years Sara has been developing curriculum and conducting training programs, most of those for ombudsmen. She is co-author of *Nursing Homes: Getting Good Care There*.

Benson Nadell, is the Program Coordinator with the San Francisco LTC Ombudsman Program. He has been with the Ombudsman Program since 1983 and has participated in numerous local collaborations in San Francisco., most recently as a member of the Mayoral appointed Long Term Care Coordinating Council. In the past he has been on various advisory committees as a stake-holder with Community Care Licensing, specifically the Hospice Waiver and Administration Certification Advisory Committees. He is currently President of California Long-Term Care Ombudsman Association.

Lisa Nerenberg has been actively involved in the field of elder abuse prevention since 1983. For sixteen years, she directed the San Francisco Consortium for Elder Abuse Prevention, which piloted such widely replicated services as elder abuse multidisciplinary teams, support groups and counseling for victims, and culturally-specific outreach. She has provided consultation and technical assistance to local, state, and national organizations across the United States and Canada. She coordinated the affiliate program of the National Committee for the Prevention of Elder Abuse and authored a series of sixteen technical assistance manuals for the National Center on Elder Abuse that focus on program development, coalition building, and the role of diverse disciplines in abuse prevention. She has worked with researchers to design and carry out practice-focused research, authored numerous articles and chapters, trained thousands of professionals, and designed comprehensive curricula for law enforcement, adult protective service, medical, and long term care professionals.

ABOUT THE CURRICULUM

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Most of this curriculum is adapted from the national curriculum, *Equipping Long-Term Care Ombudsmen for Effective Advocacy*, developed by the National Long-Term Care Ombudsman Resource Center, 1828 L Street, N.W., Suite 801, Washington, DC 20036. www.ltombudsman.org. Other chapters were originally developed by the California State Long-Term Care Ombudsman Program Curriculum Development Task Force and the San Francisco Ombudsman Program.

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