

Chapter 1

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

HISTORY AND ROLE OF THE LONG-TERM CARE OMBUDSMAN PROGRAM TEACHING NOTES

Curriculum Resource Material for
Local Long-Term Care Ombudsman Programs

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Symbol Legend

-  = Handout
-  = Video
-  = Key teaching concepts

History and Role of the Long-Term Care Ombudsman Program



TEACHING NOTES

INTRODUCTION

PURPOSE

This chapter provides an understanding of the Long-Term Care Ombudsman Program (LTCOP), its unique aspects, and the responsibilities of individual Ombudsman representatives (LTCO). (0.25 hour)


LEARNING OBJECTIVES

At the conclusion of this module individuals will know:

- why the LTCOP was developed,
- the primary responsibilities of Long-Term Care Ombudsman representatives (LTCO), and
- the unique aspects of the LTCOP.

CONTENTS

This chapter contains:

- an agenda,
- a teaching outline,
- handouts, (See Appendix) 
- PowerPoint presentations, and
- the narrative curriculum resource material that is the basis for this teaching chapter.

OPTIONS FOR TEACHING

There are various ways to cover this content. The recommended teaching option is combined self-study and classroom learning.

- **Classroom:** The Teaching Outline is designed for use in a classroom setting. If individuals are given the narrative content to read prior to this session, the methodology can be more interactive and application oriented. The teaching outline can also be used to introduce individuals to the LTCOP before they commit to a full course of training to become Ombudsman volunteers. Programs might use sections of the content to provide an overview of the LTCOP to groups of potential volunteers or when speaking about the program.
- **Combination of Self-study and Classroom:** Individuals read the resource material prior to attending the classroom session to discuss the LTCO responsibilities in more detail and to gain more information about State provisions. The Teaching Outline can be used for ideas to guide this review.

- **Applied to other chapters in classroom:** Individuals' understanding of the key concepts in this chapter is applied and, if necessary, corrected through the discussion and exercises in other curriculum chapters such as investigating and resolving problems.

TEACHING TIPS

Adapt

- Adapt the teaching outline to fit the needs of your Program and the individuals you will be teaching.
- Adapt the content to apply to your local Program.
- If you cannot use a PowerPoint presentation, print the individual slides and use them as handouts and/or overhead transparencies.

Preparation


- Read the included Curriculum Resource Material, "History and Role of the Long-Term Care Ombudsman Program."
- Read the Teaching Outline, make notes and add to the list of supplies in the following section.
- View the video and walk through the PowerPoint presentations to spot areas you want to adapt or supplement. Decide which ones you will use, how you will use these, how much discussion you want to generate or other teaching points you want to add in order to estimate the time each presentation will take.

Speaker notes are included for each slide. These contain presentation ideas or additional information about the slide's content. If you print slide handouts for the trainees, you will not want to print the notes unless you change the content to delete the presentation ideas. The *Code of Ethics for Ombudsmen* presentation does not have notes because it simply lists the provisions in the code.

- Adjust the time frames according to variables such as the number of trainees, the pre-class knowledge of trainees about the LTCOP, amount of discussion or questions you expect, and the teaching points you want to make during this program overview.
- Invite one to two experienced Ombudsman representatives to participate in part of the day as suggested in the Teaching Outline. Give them the questions and the amount of time they will have to speak prior to the training to allow preparation time.

- ❑ If possible, review the DVD video, “The Why and What of the LTCOP” to gain additional background information about the history of the program to broaden your knowledge, to assist in answering questions and to enrich the discussion about the LTCOP. This DVD is included with the materials sent with this curriculum.¹

Supplies you will need:


- ❑ The *Advocates for Residents’ Rights: The Older Americans Act Long Term Care Ombudsman Program* video
- ❑ PowerPoint presentations and presentation notes, *The Long-Term Care Ombudsman Program: History and Responsibilities*, the *Code of Ethics for Ombudsmen*, and the *Unique Characteristics of the Long-Term Care Ombudsman Program*
- ❑ Optional video on DVD, *The Why and What of the Long-Term Care Ombudsman Program*, mentioned in the preceding section.
- ❑ Copies of handouts :
 - Advocates for Residents’ Rights: The Older Americans Act Long-Term Care Ombudsman Program
 - Code of Ethics for Long Term Care Ombudsmen
 - The Long-Term Care Ombudsman Program
 - The Long-Term Care Ombudsman Program: Views Of Local Ombudsman Representatives And Others
 - Brochure or flier about the SLTCOP
- ❑ Flip chart and markers, chalk board, or blank transparencies and pens
- ❑ Equipment to show the video, PowerPoint presentations, and/or overhead projector and screen.

¹ Available from the OSLTCO or from the National Long-Term Care Ombudsman Resource Center, National Citizens’ Coalition for Nursing Home Reform, 1828 L St., NW, Suite 801, Washington, DC 20036, (202)332-2275. www.ltombudsman.org


**HISTORY AND ROLE OF
THE LONG-TERM CARE OMBUDSMAN PROGRAM
AGENDA**

0.25	hour	Introductions and Purpose of the Training
1.00	hour	Orientation to the Long-Term Care Ombudsman Program
1.50	hour	Primary Responsibilities of Long-Term Care Ombudsman Representatives
0.75	hour	Unique Characteristics of the Long-Term Care Ombudsman Program
0.50	hour	Code of Ethics for Long-Term Care Ombudsman Representatives
0.25	hour	National Network
<hr/>		
4.25	hours	Total time <i>without</i> a break

TEACHING OUTLINE FOR CONTENT

TEACHING NOTES	YOUR NOTES
<p>Purpose This chapter provides an understanding of the Long-Term Care Ombudsman Program (LTCOP), its unique aspects, and the responsibilities of individual Ombudsman representatives.</p> <p>Learning Objectives At the conclusion of this chapter individuals will know:</p> <ul style="list-style-type: none"> • why the LTCOP was developed, • the primary responsibilities of long-term care Ombudsman² representatives (LTCO), and • the unique aspects of the LTCOP <p>I. Orientation to the Long-Term Care Ombudsman Program (One hour, depending upon the amount of pre-class LTCOP knowledge by trainees, number of trainees, and issues raised.)</p> <p>A. Use the video, <i>Advocates for Residents' Rights: The Older Americans Act Long-Term Care Ombudsman Program</i> (16 minutes) to provide an overview of the scope, background, and work of Ombudsman representatives.</p> <p>B.  Prior to viewing the video distribute the handout, "Advocates for Residents' Rights: The Older Americans Act Long-Term Care Ombudsman Program." Allow time to look over the key points participants will be focusing on after the video.</p> <p>C. Introduce the video by providing a quick background about Dr. Flemming who introduces the video. He was "a noted champion of the elderly and health care issues. His many contributions as a public servant included a tireless commitment to improving the lives of older Americans. His distinguished career included serving under presidents from Roosevelt to Reagan. He served as Secretary of the Department of Health, Education, and Welfare from 1958-</p>	

² The term "Ombudsmen" is used in some areas of this chapter because it refers to the federal language and to national references and information about the program. Clarify for trainees that LTCO are called long-term care Ombudsman representatives.

TEACHING NOTES	YOUR NOTES
<p>1961 and was Chairman of the Civil Rights Commission from 1972-1981.”³ It was his vision, passion, and leadership that created and nurtured the LTCOP.</p> <p>D. Play the video and provide time for trainees to complete the handout. (30 minutes)</p> <p>E. Discuss key aspects of the handout and other points from the video. (30 minutes)</p> <ol style="list-style-type: none"> 1. Point out any differences between the video portrayal of the LTCOP and the program in your state. 2. Discuss any differences between the video content and the LTCO role the trainees will be fulfilling. 3.  Handout any pertinent LTCOP information from the California LTCOP. 4. Discuss questions the trainees have. 5. Asking what the residents in the video said about the Ombudsman representatives is a way to summarize the discussion and link it to serving individual residents. <i>Tip:</i> Write down some of the quotes to use in leading the discussion. <p>F. An optional activity: Instead of using the “Advocates for Resident’s Rights” video, use the first one or two segments of the DVD video, “The Why and What of the LTCOP.” Choose the video that you think will best engage the trainees. Consider using “The Why and What of the LTCOP” video during an in-service training program later to refocus on the rich history and unique role of this program.</p> <ol style="list-style-type: none"> 1. Use the relevant questions on the sample worksheet for the video that is included in the appendix. 	


³ Trainer’s Notes, Module 1, Introduction to Ombudsman Program. *Ombudsman Certification Training Manual Texas Long-Term Care Ombudsman Program*, Texas Department on Aging, 11-98, p. 2.

⁴ In the Code of Ethics, *client* refers to the range of consumers served by LTCO such as residents, their family members, and individuals who are seeking information about long-term care facilities.

TEACHING NOTES	YOUR NOTES
<p>2. Follow a process similar to the steps previously outlined for using the Advocates video.</p> <p>☞ During the discussion interject teaching points such as the LTCO role including using an empowerment or advocacy approach. Point out ethical dimensions even if further discussion and ways to deal with such issues is deferred until later.</p> <p>II. Primary Responsibilities of Long-Term Care Ombudsman representatives (One to one and one-half hours, depending upon the amount of state specific information you add and the questions that arise.)</p> <p>A. Use the PowerPoint presentation, <i>Responsibilities of Long-Term Care Ombudsman representatives</i>, to briefly review the need for LTCO and to discuss the primary responsibilities included in the federal Older Americans Act. If necessary supplement the content with state specific information by adding slides or handouts. Clarify that LTCO means long-term care Ombudsman representatives in California.</p> <p>B. Questions you might ask to reinforce the content and to connect it to other sections of the training. Some of these may be incorporated into a discussion of the points on the PowerPoint slides as you go through the presentation.</p> <p>1. How is the focus of the LTCOP different from that of other agencies, systems, or even facilities? <i>(LTCO focus on individuals then might tackle facility-wide or systems issues. Others look for compliance or how to effectively serve the needs of groups of individuals or address individual needs related to a specific program or issue such as Medicaid benefits. The failures of these other systems to ensure care and safety led to the development of the LTCOP. By design, the LTCOP is <u>outside</u> the regulatory, enforcement, and care provider systems.)</i></p> <p>2. How do the responsibilities of the LTCO in the Older Americans Act relate to the skills and responsibilities</p>	

TEACHING NOTES	YOUR NOTES
<p>we discussed after viewing the video, “Advocates for Residents’ Rights?”</p> <p>C. Discuss the history of the LTCOP in your state and any other details that are needed to follow the focus on the federal mandate. Rely on the information in the curriculum resource material for this information. If trainees have read the material, ask questions and engage in a brief discussion focusing on key points that amplify or differ from information presented on the national LTCOP. Consider questions such as:</p> <ol style="list-style-type: none"> 1. When did the LTCOP in California begin? 2. Where is the State LTCOP housed (located)? 3. Who certifies individuals to serve as LTCO? 4. Who designates local LTCOPs? 5. What are some important provisions of the California LTCO law? <ol style="list-style-type: none"> a. LTCO are not liable for good faith performance of their duties (briefly explain, ie, following policies and procedures, complying with law, etc.) b. Long-term care facilities must post LTCOP poster c. Access to long-term care facilities, ask about hours and what to do if need to visit after normal hours to be sure trainees know this information. 6. Mention the California Long-Term Care Ombudsman Association (CLTCOA). <p>D. Invite 1 – 2 experienced LTCO to discuss their role with the trainees and to answer questions. Topics you might ask them to briefly discuss include: why they became ombudsman representatives, why they continue to be LTCO, the aspect of the job they find most fulfilling, tips for getting started in the role, how they introduce themselves to residents and staff, how they get residents to start talking, and how they dealt with a difficult situation. (20 – 30 minutes of the hour for this discussion)</p> <p>III. Unique Characteristics of the Long-Term Care Ombudsman Program (Seventy-five minutes, add more</p>	

TEACHING NOTES	YOUR NOTES
<p>time if you will cover several state specific elements that are not part of this presentation.)</p> <p>A. Use the PowerPoint presentation, <i>Unique Characteristics of the Long-Term Care Ombudsman Program</i>, to briefly point out some differences in this program and others established by the Older Americans Act. This presentation can be used as a way to review what is “special” about the LTCOP and how to explain or discuss misunderstandings that might be encountered about the role of the Ombudsman.</p> <ol style="list-style-type: none"> 1. Focus on the points that are most likely to be experienced by the trainees. 2. Include examples of how some of the differences in definitions might arise in the trainees’ work and tips on how to deal with these. Detailed discussion about what to do might be deferred to a later point in the training. 3. Consider asking the experienced LTCO to stay and share a few examples relevant to some of the key teaching points in this presentation. <p>➡ Focus on confidentiality and the purpose of a LTCO investigation. Begin introducing LTCOP policies regarding confidentiality. Help trainees see themselves as distinct from others such as care managers, adult protective services, facility social workers or nurses, or assessment coordinators. These individuals may be allies but do not share the LTCO role and the same limitations on confidentiality.</p> <p>IV. Code of Ethics for Long-Term Care Ombudsman Representatives (Fifty minutes)</p> <p>A. 📄 Distribute the handout, “Code of Ethics for Long-Term Care Ombudsmen.” Use the PowerPoint presentation, <i>Code of Ethics for Long Term Care Ombudsmen</i>, to review and briefly discuss this code. If you do not use the PowerPoint presentation, allow some time for the trainees to read the handout or go around the room asking each person to read one or more aloud.</p> <p>B. Invite questions.</p>	

TEACHING NOTES	YOUR NOTES
<p>C. Point out and briefly discuss any provisions that might pose, or have posed, problems in implementation such as acting on behalf of a resident regardless of personal values or beliefs. Make the Code of Ethics “real” by providing a few concrete examples for provisions that might need clarification.</p> <p>V. National Network (Twenty-five minutes)</p> <p>A. Close the session by reminding trainees that individual LTCO are part of a statewide network of ombudsman representatives <u>and</u> are also part of a nationwide network. The LTCOP has a rich history and still fills a unique niche for residents. The program has been scrutinized by many studies and continually seeks better ways to serve residents and remain true to its federal mandate.</p> <p>B.  Use the handouts, “Long-Term Care Ombudsman Program” and “The Long-Term Care Ombudsman Program: Views Of Local Ombudsman representatives And Others,” to conclude with some inspiration and connectedness to a widespread program.</p> <ol style="list-style-type: none"> 1. Briefly look at the nationwide statistics to show the scope and accomplishments of the program. Add information from your state and/or your annual report if appropriate. 2. Read a few of the Ombudsman quotes. 3. Share the Ombudsman Resource Center’s web site as a resource for laws, best practices, and linking to LTCOPs nationwide, www.ltcombudsman.org. 	

APPENDIX

Advocates for Residents' Rights: The Older Americans Act Long Term Care Ombudsman Program

After watching the video, *Advocates for Residents' Rights: The Older Americans Act Long Term Care Ombudsman Program*, use your own words to briefly describe what you learned regarding the following points.

1. The role of the Long Term Care Ombudsman (LTCO)
2. The purpose of the Long Term Care Ombudsman Program (LTCOP)
3. Five skills ombudsman representatives need
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
4. Characteristics of LTCO
5. Your questions about being an Ombudsman

Code of Ethics for Long Term Care Ombudsman Representatives

The National Association of State Long Term Care Ombudsman Programs

1. The Ombudsman provides services with respect for human dignity and the individuality of the client⁵, unrestricted by considerations of age, social or economic status, personal characteristics, or lifestyle choices.
2. The Ombudsman respects and promotes the client's right to self-determination.
3. The Ombudsman makes every reasonable effort to ascertain and act in accordance with the client's wishes.
4. The Ombudsman acts to protect vulnerable individuals from abuse and neglect.
5. The Ombudsman safeguards the client's right to privacy by protecting confidential information.
6. The Ombudsman remains knowledgeable in areas relevant to the long term care system, especially regulatory and legislative information, and long term care service options.
7. The Ombudsman acts in accordance with the standards and practices of the Long Term Care Ombudsman Program, and with respect for the policies of the sponsoring organization.
8. The Ombudsman will provide professional advocacy services unrestricted by his/her personal belief or opinion.
9. The Ombudsman participates in efforts to promote a quality, long term care system.
10. The Ombudsman participates in efforts to maintain and promote the integrity of the Long Term Care Ombudsman Program.
11. The Ombudsman supports a strict conflict of interest standard that prohibits any financial interest in the delivery or provision of nursing home, board, and care services, or other long term care services that are within their scope of involvement.
12. The Ombudsman shall conduct himself/herself in a manner that will strengthen the statewide and national Ombudsman network.

THE LONG-TERM CARE OMBUDSMAN PROGRAM

What is the Long-Term Care Ombudsman Program?

The Long-Term Care Ombudsman Program resolves the problems of individual residents in long-term care facilities, provides information and referral about facility selection and quality of care, assists resident and family councils, promotes residents' rights and represents residents' needs and interests to public officials. Long-term care ombudsman representatives visit nursing homes and board and care homes.

Why was the program created and when?

Increasing and widespread public concern about the quality of care in nursing homes and a Presidential initiative prompted the Department of Health, Education and Welfare to award five contracts for Ombudsman demonstration programs in 1972. By 1978 the federal Older Americans Act required all states to establish a program.

Where is the program today?

The Administration on Aging, U.S. Department of Health and Human Services, is responsible for the national program. Each state has a Long-Term Care Ombudsman Program operated through, or by, the State Unit on Aging. In California, the Office of the State Long-Term Care Ombudsman is housed within the California Department of Aging. There are some differences in the program between the states. Today all 50 states, the District of Columbia, Puerto Rico, and Guam have an Office of the State Long-Term Care Ombudsman.

Who serves residents as long-term care ombudsman representatives?

Each state has an Office of the State LTCOP headed by a State Long-Term Care Ombudsman (SLTCO). In many states, residents are served by a combination of paid staff and of volunteer ombudsman representatives. There were more than 1,278 paid program staff, more than 9,187 certified volunteers, and more than 4,630 other Ombudsman volunteers in 2005.*

Ombudsman Activities

Nationwide Data 2005

☞ Provide information to individuals	342,207 contacts
☞ Investigate complaints	306,867 by 187,603 individual complainants
☞ Work with resident councils	25,260 events
☞ Work with family councils	6,352 events
☞ Conduct training for:	# of sessions
☞ Ombudsman representatives	11,903
☞ Facility staff	9,083
☞ The local community	13,126

* National Ombudsman Reporting System Data, Fiscal Year 2005, Administration on Aging.

THE LONG-TERM CARE OMBUDSMAN PROGRAM: VIEWS OF LOCAL OMBUDSMAN REPRESENTATIVES AND OTHERS

From Demonstration Projects to a Nationwide Program

A. Created to Serve Long-Term Care Residents

The Long-Term Care Ombudsman Program is unique in its statutory responsibility to serve *residents*. Ombudsmen resolve problems for individuals, assist resident and family councils and citizen organizations, and represent residents' needs and interests to public officials. The Ombudsman role is often described as one of getting service providers, regulators, and others to fulfill their responsibilities to residents.

B. What Ombudsman representatives Say About Their Role

"I strive to help residents restore and/or maintain their dignity. For I've learned that without dignity, even the absolute best care doesn't matter—life doesn't matter."

Valerie Hopson-Bell, Virginia Ombudsman

"I was pleasantly surprised when I got the job that I finally had time to listen to residents and help them resolve their problems and make their own decisions...The greatest experiences I have had working as an Ombudsman are listening to people and treating them as a valued human being, working with citizens to become volunteer ombudsmen, and facilitating staff, residents, and families to communicate with each other."

Vivian Omagbemi, Maryland Ombudsman

"My responsibility is to make sure the residents have their rights. I don't do anything the nursing home should be doing. I'm there for the residents."

Pat Litzen, Washington State Long Term Care Ombudsman Volunteer

"We discovered that there was satisfaction in taking on the challenge of 'making a difference' in other people's lives. One tangible benefit was discovering our ability to become better listeners and to be more interested in hearing about the other person."

Beverly and Saul Padwo, Maryland Long Term Care Ombudsman Volunteers

"I enjoy the opportunity to use my skills as a creative problem solver. I derive pleasure from knowing that I am making a real and often immediate difference in people's lives. Serving residents brings me personal satisfaction."

Ruth Morgan, Kentucky Long Term Care Ombudsman

“It is a tremendous honor to be an Ombudsman and be a part of the lives of nursing home residents and their families, even if for only a short while...”

Janet Chap, Maryland Long Term Care Ombudsman Volunteer

“By serving residents I am able to make a difference. The long-term care Ombudsman role is never the same thing from day to day.”

Cindy Kincaid, North Carolina Long Term Care Ombudsman

C. Why Ombudsman representatives Stay with the Program

“In the past 20 years I have stuck with this job because there is a deep satisfaction in becoming ‘expert’ in an area where so much help is needed. Folks really don’t know where to turn and there is so much personal satisfaction in being able to help in a very concrete, useful manner.”

Kathy Gannoe, Kentucky Long Term Care Ombudsman

“As an Ombudsman I receive great personal satisfaction when the resident feels they received fair treatment and their voice was heard regarding the problem they asked us to assist them with.”

Carol Keiemelmeyer, Wisconsin Long Term Care Ombudsman

“After 12+ years, the work remains challenging and rewarding in addition to being extremely important to all who require long term care services.”

Alice Nicholson, Vermont Long Term Care Ombudsman

“Nothing is more rewarding for me than to go out on a facility visit with one of our volunteers, watch them relate to their residents in their facilities, see the smiles on their faces when the volunteer Ombudsman walks in, [and] watching them share personal information with each other that only time, consistency and trust has built that comfort level of sharing.”

Debi Bartlett, California Long Term Care Ombudsman

“I relish the smiles, the sense of relief and the hugs that go with helping older and disabled adults.... Their appreciation that I took the time to listen is overwhelming. The diversity in people, in tasks, and in actions make for exciting days and nights.”

Debi Lee, North Carolina Long Term Care Ombudsman and Chair of the National Association of Local Long Term Care Ombudsmen

“It’s the best job in the world.”

Carol Scott, Missouri State Long Term Care Ombudsman, Former President of the National Association of State Long Term Care Ombudsman Programs

D. What Others Say About Ombudsman representatives

“I was privileged to know the late Dr. Arthur Flemming, who pioneered the American version of *Ombudsman* to advocate for nursing home residents. I am

sure he would be extremely proud of the humanitarian work embodied in today's nationwide program. He would also support all current efforts to strengthen the network so residents of all long term care facilities gain access to its services. Even though the program's resources are limited, it is comforting to know that thousands of residents throughout the country benefit greatly from the daily advocacy of ombudsmen, paid and volunteer. Kudos and more power to the program!"

*Elma Holder, Founder of the National Citizens' Coalition for Nursing Home Reform
History & Role of LTCOP
National Long-Term Care Ombudsman Resource Center
May 2004*

"The Long Term Care Ombudsman is basically a thankless job, probably the toughest in the aging network...an Ombudsman is a 'professional critic' and no one likes a critic. The Ombudsman speaks beyond particular nursing home problems to address state policies as well."

Bill Benson, The Benson Consulting Group, formerly the Deputy Assistant Secretary for Aging at the Administration on Aging, excerpt from an interview in the Older Americans Report, April 26, 2002, p. 134

"Good Ombudsmen are the most gutsy, caring, committed people I know, doing the hardest job imaginable. It's a privilege to work on their behalf as they work on behalf of residents, who often have nobody else to stick up for them and protect their interests."

Sue Wheaton, Ombudsman Program Specialist, Administration on Aging

SELF-STUDY INSTRUCTIONS THE HISTORY AND ROLE OF THE LONG-TERM CARE OMBUDSMAN PROGRAM

Becoming familiar with the history and role of the Long-Term Care Ombudsman Program (LTCOP) will help you understand how and why the program operates as it does. It will provide a foundation for your daily work as an LTCO.

This module will cover:

- why the LTCOP was developed,
- the primary responsibilities of long-term care ombudsman (LTCO), and
- the unique characteristics of the LTCOP.

You need the following materials to complete this module.

- *Advocates for Residents' Rights* video and handout
- "The History and Role of the Long-Term Care Ombudsman Program"
- PowerPoint presentations:
 - *Responsibilities of the Long-Term Care Ombudsman Program*
 - *Unique Characteristics of the Long-Term Care Ombudsman Program*
 - *Code of Ethics for Long Term Care Ombudsmen*
- Handouts
 - "Code of Ethics for Long Term Care Ombudsmen"
 - "The Long Term Care Ombudsman Program"
 - "The Long-Term Care Ombudsman Program: Views Of Local Ombudsman representatives And Others"

Instructions for completing this module

1. Watch the video, *Advocates for Residents' Rights* video and complete the handout.
2. Read "The History and Role of the Long-Term Care Ombudsman Program"
3. Review key concepts about the Long-Term Care Ombudsman Program by watching the PowerPoint slide shows in the preceding list.
4. Read the remaining handouts.
5. Make a list of questions about the Long-Term Care Ombudsman Program or about your role as an Ombudsman to discuss with the Ombudsman responsible for your training.

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

**The Why and What of the Long-Term Care Ombudsman Program
Perspectives on the History and Development**

A DVD Video

Developed by the National Long-Term Care Ombudsman Resource Center

The Why and What of the Long-Term Care Ombudsman Program captures the living history of the Long-Term Care Ombudsman Program (LTCOP). It tells the story of why and how the program began, how it became part of federal law, and discusses the program's advocacy responsibilities and growth. Three of the individuals who have had the greatest impact on the LTCOP share their knowledge and eyewitness accounts on this video. Elma Holder, Sue Wheaton, and Bill Benson discuss pivotal events in the program's development in an engaging dialogue. A brief synopsis of each person's background is located on the inside jacket of the video case. The credits section features the photographs of many key leaders in the national long-term care Ombudsman network throughout its history.

The video contains the following segments.

- The "Why" of the Long-Term Care Ombudsman Program
(Bill Benson talking with Elma Holder)
 - Key advocacy skills
 - Connection between citizen advocacy groups and the LTCOP
 - Beginning of the National Citizens' Coalition for Nursing Home Reform and its impact on the LTCOP
 - Why and how the LTCOP began
 - The individual and systems advocacy responsibilities of the LTCOP
- Establishing the Program in Federal Law
(Bill Benson talking with Sue Wheaton)
 - Connections between nursing home advocacy and the Administration on Aging
 - Key legal provisions and responsibilities of the program
 - Federal perspective on the history and future of the program
 - Role of local ombudsman representatives and of local programs and relationship to state LTCOP
- Dialogue about Program Requirements
(State and local ombudsman representatives asking questions for Elma, Sue, and Bill to answer)
 - Overall program administrative responsibilities of the state LTCOP
 - Older Americans Act funding available for the LTCOP
 - National data and trends
 - LTCOP staffing and resources

Purpose

This video is primarily intended as a companion to the state and local Ombudsman curriculum module, “History and Role of the Long-Term Care Ombudsman Program.”

Relationship to the “History and Role of the Long-Term Care Ombudsman Program” Curriculum Module

This video is complementary to the module. The information on the video enriches the printed information included in the curriculum resource material. Although some facts are repeated, the video adds details and insights not captured elsewhere. The module covers the responsibilities of the program in a more comprehensive way and emphasizes Ombudsman activities. This video is also a companion to the earlier video, “Advocates for Resident’s Rights, The Long Term Care Ombudsman Program,” which covers more specific information about the role of individual ombudsman, the impact of the program, and the role of volunteers.

Tips for Using the Video

There are many ways to use this video. A few ideas are listed, please share other ways you use the video with us. As with any learning technique, the information presented on the video needs to be followed with an opportunity for dialogue, even if this occurs via teleconference.

Orientation to, or Review of, the LTCOP

Use this video in a group setting or on an individual basis to give people an introduction to the program. The content and speakers is inspirational and informative. Ombudsman representatives who previewed the video said it makes them proud to be ombudsman representatives and gives a renewed sense of purpose. Although the intended audience is ombudsman representatives, the video can be used for other audiences such as advisory boards or committees or other people in the aging network.

If used with a group, follow each segment with a time of questions or dialogue about key points. Use some of the statements in the video as a springboard for talking about your program or about local programs in your state. You could use sections of this video to intersperse with any classroom instruction for the curriculum module.

Vary the Segment Viewed Based on Ombudsman Responsibility

Although all ombudsman representatives can benefit from the entire video, it might not be possible or practical to expect all ombudsman representatives to view all of it. The initial segment, “The ‘Why’ of the LTCOP,” is appropriate for everyone. You might choose to have the Lead Ombudsman or Ombudsman Coordinator in each local program view and discuss the second segment, “Establishing the Program in Federal Law.” The third segment, “Dialogue About

Program Requirements” primarily relates to state Ombudsman responsibilities or actions for follow-up. However, it can be of interest to local ombudsman representatives, especially since local LTCO participate in the video dialogue.

Reinforce the Content with Written Exercises

Develop a work sheet or study guide for individuals to complete based on the video content. Focus on a few key points you want people to retain and that relate to their Ombudsman role. Include a section to write their questions, ideas, and “take away” points. Review the work sheet or study guide with the individuals. A sample work sheet is included.

**The Why and What of the Long-Term Care Ombudsman Program,
Perspectives on the History and Development**
Sample Work Sheet for Ombudsman representatives

The “Why” of the Long-Term Care Ombudsman Program

1. What was the connection between citizen advocacy groups and the Long-Term Care Ombudsman Program in the early days of the program’s history?
2. Why is it significant that the Ombudsman Program is established in Federal law?
3. How did the National Citizens’ Coalition for Nursing Home Reform (NCCNHR, Nick-ner) influence the Ombudsman Program and the national associations of long-term care Ombudsman representatives?
4. List at least three responsibilities of the Ombudsman Program that are very important.
5. List a few details about the program that surprised you.
6. What did you gain from listening to Bill and Elma?
7. What questions do you have?

Establishing the Program in Federal Law

1. List a few things you learned about the federal perspective on the role of the Ombudsman Program.
2. How did amendments in the federal law strengthen local Ombudsman programs?
3. From the perspective of Sue, Elma, and Bill, what are some of the key responsibilities of the program?
4. Why are the Ombudsman Program provisions in the federal law so detailed?
5. What did you gain from listening to this dialogue?
6. What questions do you have?

Dialogue about Program Requirements

1. List a couple of points you learned about the funding for the program.
2. What did you learn about the National Ombudsman Reporting System?
3. What questions do you have?