



Equipping Long-Term Care Ombudsmen for Effective Advocacy: A Basic Curriculum

Developed by Sara Hunt, Consultant, National Long-Term Care Ombudsman Resource Center and Linda Sadden, Louisiana State Long-Term Care Ombudsman

AN OVERVIEW

Product

“Equipping Long-Term Care Ombudsmen for Effective Advocacy: A Basic Curriculum,” is a curriculum for *basic* training for individuals seeking to become long-term care ombudsmen. The entire curriculum was developed over a three year time period. It consists of five content modules. In producing the 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.

Intent

This curriculum is intended to help states develop or improve their basic training process for Long-Term Care Ombudsmen (LTCO). It may be used to supplement existing procedures for teaching individuals the basics of being a 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 ombudsmen, and have read pertinent resource materials prior to each session.

Methods

The methods are based on principles of adult education. The approaches 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. Opportunities for practice, critiquing video scenarios, asking questions, and connecting aspects of the content with the student’s personal life follow the positive modeling. Therefore, some topics such as the Problem-Solving Process will appear in the curriculum more than once.

The training methodology accommodates states where LTCO are trained on an individual basis as well as states where classroom sessions with many students are conducted. Each content module will have some flexibility in methods. The curriculum is also available on the National Long-Term Care Ombudsman Resource Center’s website, www.ltcombudsman.org.

Themes

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

State Specific Additions

This curriculum is not a stand-alone, complete package containing everything an individual needs in order to be designated a LTCO.

Screening and Orientation

Long-Term Care Ombudsman Programs will need to use pre-training selection and screening methods to determine which individuals are appropriate candidates for this course. An excellent resource for best practices is the *Ombudsman Compendium: Recruitment, Training, Retention*, by the National Long-Term Care Ombudsman Resource Center, available on the Center's website, www.ltombudsman.org.

Additional Content

Some state specific content needs to be added to this curriculum. Throughout the teaching notes for each module, a symbol (▶) indicates key areas where state specific information needs to be inserted.

Initial training for ombudsmen needs to include content that is not covered in this curriculum. The primary areas that need to be added are Medicare, Medicaid, long-term care facilities, and the regulatory system. Modules on those topics were not created due to the state specific nature of the majority of the content and the different amount of emphasis states place on the content during initial training. In keeping with the methodology used throughout this curriculum and field tests, some tips for teaching those topics are included under the "Methods" column in the following chart.

Other topics that are typically included in basic training are integrated throughout several of the five modules. These topics include: communication, resident empowerment, documentation, an introduction to the National Ombudsman Reporting System, an introduction to the Nursing Home Reform Law and federal nursing facility regulations, confidentiality, and Ombudsman Program policies related to case handling.

Post Classroom Components

Post-training assessment tools will also need to be added to determine if students have the essential knowledge and skills to begin working as LTCO. States may also have other required components that must be successfully completed prior to being designated a LTCO.

States are encouraged to add the components in the following list. The *Ombudsman Compendium: Recruitment, Training, Retention*, previously mentioned, contains some excellent examples of practices and guidelines for several of the listed activities.

- An examination that focuses on the essential knowledge base for a beginning ombudsman and that includes working a few cases;
- Facility experience such as an internship without resolving cases; visits, dialogue, and learning reinforcement with an experienced ombudsman mentor; guided tours of different types of facilities with key teaching and debriefing by ombudsman trainer;
- Formal feedback and/or evaluation of the facility experience;
- Opportunity for additional learning or practice with supervision if needed.

- Frequent support, guidance, and feedback during the initial period of working as an ombudsman.

Abbreviations

Key to abbreviations used in the curriculum overview.

CMS = Centers for Medicare & Medicaid Services

LTC = Long-term care

LTCO = Long-Term Care Ombudsman

LTCOP = Long-Term Care Ombudsman Program

PPT = PowerPoint presentation

Regs = Regulations

SLTCO = State Long-Term Care Ombudsman

SLTCOP = State Long-Term Care Ombudsman Program

CURRICULUM OVERVIEW WITH NORC MODULES AND MODULES TO BE ADDED BY STATES

TIME	TOPIC	MAJOR TEACHING POINTS	METHODS
PRE-CLASSROOM¹ SEGMENT			
2–4 hours	LTCOP and LTCO (LTCOP History and Role: Module)	LTCOP: history & role—national & state LTCO: role & responsibilities LTCO Code of Ethics	<ul style="list-style-type: none"> ○ Self-study with video, readings, handouts, PPT presentations, and/or ○ Talking with experienced LTCO ○ Supervised facility visit where teaching and introduction to the LTCO process and role occurs
1–2 hours	The Aging Process	Normal age-related changes Myths and stereotypes Common illnesses and conditions associated with aging Note: Intent is to help ombudsmen know when to ask questions, what adjustments are typical; gain information to assist with communication, problem-solving and consumer education	<ul style="list-style-type: none"> ○ Interactive module on CD-Rom, developed by the LA SLTCOP, given to every SLTCOP in April 2004 ○ Resource material to be read or reviewed to supplement knowledge, distributed by NORC and on NORC web site, 2004 ○ Application of knowledge in problem-solving case studies
1–3 hours	LTC Facilities (introduction) Note: Not included in the NORC curriculum)	Development of LTC facilities; Basic organization & services; LTCO role in visiting residents	<ul style="list-style-type: none"> ○ Self-study, ○ Talking with experienced LTCO, ○ Directed interviews with facility staff, ○ Facility visit with experienced LTCO
2–6 hours	Content for Classroom Segment	Introduction to resource materials (readings or manual) that will be covered in classroom Note: Intent is to acquaint student with primary content so that classroom exercises can be application based with content reinforced & some teaching occurring. This avoids teaching everything in a classroom & minimizes lecture.	<ul style="list-style-type: none"> ○ Self-study with some handout exercises and/or presentations on a CD-Rom, ○ Talking with experienced LTCO, ○ LTCO Role Orientation Instrument (W. Nelson tool) <i>Optional, to be added by states. See the Ombudsman Compendium for more information about this instrument.</i> www.ltombudsman.org

¹ Classroom means one-on-one teaching, group instruction, or facility visits occurring with teaching

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CLASSROOM SEGMENT			
1.5 hours	LTCO Perspective (LTCOP: History and Role module)	LTCO Grounding: Residents; Unique Characteristics of LTCOP; Selected LTCOP Policies: resident perspective, access, confidentiality	<ul style="list-style-type: none"> ○ <u>Brief</u> review of LTCOP History and Roles teaching points by engaging students in dialogue based on their knowledge, ○ PPTs, ○ Reading, and ○ Discussing key LTCOP policies relevant to problem resolution
1 hour	LTCO Problem-Solving Process	LTCO problem solving is similar to that used in daily life; Consistent process to follow; Advocacy Tips	<ul style="list-style-type: none"> ○ Discussion of personal problem-solving, ○ Review chart on LTCOP problem-solving, ○ Review and discussion of Do's and Don'ts of Advocacy, ○ Relate points to Code of Ethics and LTCOP policies
1.5 hours	Problem-Solving Process: Investigation Introduction Skills: Case Example	LTCO approach to resolving individual resident's problems (Basic); Introduction to case notes	<ul style="list-style-type: none"> ○ Focus on the process with simple case model. ○ Portray "right" way to approach with video case from intake through resolution. ○ Model a basic resolution skill, negotiation, via video scenario. ○ Briefly discuss by highlighting positives and relating videos to specific sections of problem-solving chart. ○ Case notes: provide sample case notes for the video scenario, discuss major note-taking points (Modeling what you want students to be able to do.)
3 hours	Problem-Solving Process: Investigation Intake: Meeting & Interviewing Residents, Note-taking Communicating with residents and staff Ethical issues regarding resident decision-making	<p>How to explain the LTCO role; Skills and techniques in meeting and interviewing residents; note-taking during interviews</p> <p>Tips on communicating with residents with selected conditions and with facility staff</p>	<ul style="list-style-type: none"> ○ Video critique interjecting teaching points on LTCO process and skills, ○ Students plan and practice interviews ○ Handouts with questions and involving students in dialogue,

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1.5 hours	Problem-Solving Process: Investigation Observation and Documents	LTCO observations; How to use observations; Documentation; Assisting residents and families with observations; Using the CMS 2567 information; Introduction to law, regs, enforcement; Consent forms	<ul style="list-style-type: none"> ○ Video scenario, ○ Documentation exercises, ○ Handouts of official documents, ○ Discussion about using documents in advocacy, ○ Discussion about consent forms used by LTCO
1.5 hours	Problem-Solving Process: Investigation Analysis and LTCO Documentation	Verification; Determining problem; Reporting back to resident; LTCO documentation	<ul style="list-style-type: none"> ○ Video scenario, ○ Analysis of information gained, ○ Discussion about resident empowerment and reporting to residents ○ Review and analysis of model case notes, ○ Handouts on LTCO case notes
4.5- 6 hours	Residents' Rights	Themes in federal residents' rights; Quality of Care & Quality of Life; Resident empowerment; Specific rights; Care planning to address issues; Most frequent issues for LTCO; Standards for implementation; Resources; LTCO role; Related ethical issues; Introduction to CMS Guidance to Surveyors	<ul style="list-style-type: none"> ○ Individual & group exercises on individual preferences & routines, ○ Video and role plays ○ PPTs on law and regs, rights, individualized care ○ Handouts on supporting residents in care planning, Guidance to Surveyors, law & regs on selected provisions of rights, ○ LTCO perspective & approach, linking rights to previous section on law & regs & case study, ○ Discussion of model case notes on law & regs pertinent to rights, ○ Interweave role of LTCO in educating others, modeling, & addressing rights issues, ○ Interject ethical issues as pertinent.
1.25 hours	Problem-Solving Process: Resolution Analysis and Planning	Analysis and planning resolution strategies; resident empowerment and participation	<ul style="list-style-type: none"> ○ Handouts, ○ Model case notes, ○ Discussion, ○ Questions and answers
4.75 hours	Problem-Solving Process: Resolution Acting to Resolve, Follow-up, Skills	Resolution approaches and skills; follow-up; communication skills; interwoven focus on resident empowerment; LTCO documentation and closing cases; identifying systemic	<ul style="list-style-type: none"> ○ Handouts, ○ Video scenario, analysis with teaching points, ○ LTCO role with resident empowerment, ○ Analyze model case documentation,

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		issues; resolution process and resources beyond the facility.	<ul style="list-style-type: none"> ○ Practice documenting, ○ Analysis of impact and outcome of different resolution strategies, ○ Analyzing the impact of verbal and nonverbal communication skills, ○ Questions and answers.
2 - 4 hours	Problem-Solving Process: Resolution Practice resolution and documentation skills	Improving resolution and documentation skills	<ul style="list-style-type: none"> ○ Role plays, ○ Cases to document and resolve, ○ Feedback and teaching points to reinforce LTCO process and skills, ○ Discussion, ○ Applying skills to other settings such as assisted living
Content for States to Add			
1 hour	Medicare & Medicaid	Basic purpose of each program; basic differences; where to go for more information; role of LTCO with issues related to Medicare or Medicaid benefits	<ul style="list-style-type: none"> ○ Cover outside of classroom, self-study or other method, if resources are available or created. ○ Use classroom time for a very brief review or apply some of the content as a dimension of a case study or other exercises. ○ Classroom: <ul style="list-style-type: none"> ○ Handouts, ○ Visual aids with discussion, grounding discussion in most typical ways LTCO work with related issues, ○ Resources for referral and more information.
.75 hour	LTC Facility Organization	Review of highlights of organizational structure of typical LTC facilities	<ul style="list-style-type: none"> ○ Handouts with overhead or PPT, ○ Dialogue with students supplying much of the information, ○ Link organization chart departments to facility staff seen in video scenarios during preceding training segments and/or to individuals in a facility interviewed by students prior to beginning the classroom training.

TIME	TOPIC	MAJOR TEACHING POINTS	METHODS
1 hour	Regulatory & Enforcement Systems	Introduction to federal & state regulatory & enforcement systems; Difference in licensed & certified facilities; LTCOP is outside these systems; LTCO use of laws & regs & documents, supplementing content contained in curriculum modules	<ul style="list-style-type: none"> ○ Handout, ○ Visual aid on connection between federal & state laws and regs, ○ Labeling major documents LTCO will use, e.g. NH Reform Law, OBRA '87, ○ Handouts of sections of law & regs that are related to case to illustrate the concepts. ○ Use this to supplement the introduction to law and regs included in the modules: Residents' Rights, Problem-Solving Process: Investigation and Resolution.
Variable	Advocacy from Individual Complaint to Culture Change Module 6, Texas State LTCO Curriculum, 01/06, available on the NORC website or from the Texas SLTCOP	Residents' rights; Ethical and cultural sensitivity; LTCO role in promoting culture change or best practices among providers; LTCO role in systems advocacy	<ul style="list-style-type: none"> ○ Video, ○ Cases with discussion, ○ Printed materials with study guides to complete.
POST CLASSROOM SEGMENT			
Time Varies, Depending upon Activities	LTCO Skills & Approach NORC website has many pertinent resources, especially the <i>Ombudsman Compendium</i> , www.ltcombudsman.org	Reinforcing the LTCO Problem-Solving Process; LTCO approach; Communication skills with residents & staff	<ul style="list-style-type: none"> ○ Internship &/or job shadowing or mentoring with experienced LTCO including facility visits & on-going opportunity for responding to questions, ○ Individual case study work followed by review & feedback, ○ Testing to ensure that the student has the basic skills and knowledge to begin working as a LTCO.