

The Modular Education Program for Activity Professionals (MEPAP)

In 1992, NCCAP adopted MEPAP as the accepted curriculum. The plan was first presented in 1991 by both The National Association of Activity Professionals (NAAP) and the National Certification Council for Activity Professionals (NCCAP). Since 1991 the MEPAP has been a required component of becoming nationally certified. To continue to meet the needs of the ever changing healthcare industry and to prepare activity professionals as change agents when working in their resident centered care facilities, the NCCAP Board, NCCAP Education committee and Strategic Planning committee re-engineered the MEPAP, into the MEPAP 2nd Edition which consists of 20 core content areas (learning modules), which have detailed competencies for each area. The MEPAP 2nd edition prepares a student to meet the Standards for Professional Preparation in Activity Services. The MEPAP is required to apply for the ADC and ACC levels, as well as AAC Track 3, AAPC and some ADPC applications utilizing the MEPAP in their three required areas.

The pre-approved instructors have been trained in the 2nd Edition materials, as well as have received all the tools/text to facilitate the consistent training required by all new certified individuals. Each instructor sets their own teaching schedules, (to dates and times), they establish their own fees associated with teaching the course, and their methods of delivering the course could consist of teaching the core content areas from 1 – 20; or some may prefer to teach it in halves Part 1 (core content areas 1 – 11) and Part 2 (core content areas 12 – 19) and the practical. Others may choose to teach it in thirds. ALL pre-approved instructors will have their approval number with a current expiration date and can be found on the NCCAP.org site listed under the state in which they reside.

***PLEASE contact each instructor for their individual specifications for course completion.**

STANDARDS FOR PROFESSIONAL PREPARATION IN ACTIVITY SERVICES

Adopted by NCCAP Board 2003.

STANDARD 1. FOUNDATION UNDERSTANDINGS

Rationale: Service through leadership is the concept upon which the educational program rests. First, preparing leaders who will become catalysts for lasting, positive change in practice settings, and who are ethically strong and clinically competent is the best way to bring care and services to clients at the highest possible level. Second, educating practitioners to be strong leader-advocates assures the continuous advance of the activity profession.

STANDARD 2. ACTIVITY SERVICES PRACTICE INFRASTRUCTURE

Rationale: The standard addresses the context within which activity service occurs. An examination of the internal and external working environment shows the various influences on professional practice on the continuum of care.

STANDARD 3. ACTIVITY SERVICES CLINICAL PRACTICE

Rationale: The standard advances a complete philosophical and technical position to design, deliver and evaluate activity services for older adults.

STANDARD 4. ACTIVITY SERVICES MANAGEMENT

Rationale: The standard specifies the applied science of the management profession as detailed for activity services.

STANDARD 5. ACTIVITY SERVICE FIELD EXPERIENCE

Rationale: The standard supports linking the theories presented in the classroom to their practical application, in the context of contemporaneous realities.

***Synopsis only – Complete Professional Standards in the teacher text.**

The MEPAP curriculum contains the following;

Core Content #1: Activity Service Practice Settings

Competency 1:

- Professional activity service defined
- The philosophical approach of the activity practitioner
- The continuum of care for older persons and special populations defined

Competency 2:

- The distinguishing framework for each practice setting on the continuum of care; the unique purpose and the client population characteristics each serve

Competency 3:

- Legal entities of business organizations; the legal purpose's effect on company culture and operations; business organization mission statements

Competency 4:

- Traditional organizational structure: formal authority; chain of command; authority that controls; authority that empowers
- Alternate emerging organization structures

Competency 5:

- The purposes of organizing work into departments; the roles and interrelationships of department services; the organization chart

Competency 6:

- Define the nature of activity services department's general accountability and major responsibilities:
 - Company policies
 - Regulatory requirements
 - Department services
 - Job descriptions

- Safety factors
- Infection control
- Ethical practice

Core Content #2: Colloquy (Colloquy refers to a conferring of specialists. It is communication in a consultative and inclusive way. As such, colloquy is an inherent part of the activity professional's practice. The objective is for students to contribute to a beneficial communication climate in the facility.

Competency 7:

- The nature and management of professional relationships defined and explored

Competency 8:

- The life of dialogue: promoting a continuous dialog and a culture of sharing information with authorities, peers and supervised workers in the service of clients

Competency 9:

- Communicating specifically and assertively – upward, downward and laterally.

Competency 10:

- Meetings: active participation; preparing for and leading meetings

Competency 11:

- Negotiating the settlement of differences intra- and inter-departmentally

Competency 12:

Communicating to influence, to persuade, to direct and to motivate others verbally and in writing;

- Communicating through in-service training

Competency 13:

- Expressing ideas clearly and concisely with standard American English writing skills

Competencies 8, 9, 10, 12: Communication

Core Content #3: Professional Framework

Competency 14:

- The origin and the history of the activity profession
- The significance of grass roots contributions to its growth and progress

Competency 15:

- The activity education movement: history and significance

Competency 16:

- The concept of profession
- Applying the concept of professionalism to activity practitioners

Competency 17:

- NAAP defined as the professional association for activity professionals
- NAAP standards of practice and code of ethics for activity practitioners

Competency 18:

- Certifying bodies defined: professional credentialing
- The NCCAP certification process for activity professionals

- Compare and contrast professional associations and certifying bodies

Competency 19:

The practitioner's duty to promote the profession's growth; allegiance toward professional colleagues

Competency 20:

- The application of ethics to perspectives and behavior in activity services delivery

Competency 21:

- The impact of contemporary professional and current industry issues on the delivery of activity services
- The concept of continuous professional self development

Competency 22:

- The duty and ways to provide active leadership in activity service

Competency 23:

- Introduction to the need for research that confirms activity services effect on psycho-social well being; the need for good reliable data that confers legitimacy on the profession

Competency 24:

- Survey basic research methods and design; issues in designing research studies

Competency 25:

- Survey the main focuses of allied human service professions; social work, therapeutic recreation, mental health counseling, geriatric nursing practice, occupational therapy
- Compare their similarities and differences to activity service

Core Content #4: Government and Social Systems

Competency 26:

- Identify, pare and contrast political and economic systems – federal CVS; state departments of health; local or community oversight agencies or other agencies that have oversight responsibility for settings on health system continuum of care

Competency 27:

- Identify, compare and contrast public and private social services agencies

Competency 28:

- Define the legal and regulatory accountability of activity services practice

Competency 29:

- Identify sources for, and define the legislative mandates to provide quality of life and quality of care

Competency 30:

- Identify sources for information about, and define state licensure, federal certification and regulatory compliance programs that enforce legislative mandates for each activity service setting on the health system continuum of care
- Identify and define the survey processes for each service setting on the continuum of care

Competency 31:

- Identify and define private accreditation programs: their costs, advisory capacity, educational purpose and limited function

Core Content #5: Advocacy in the Public Arena

Competency 32:

- The governmental arenas and situations where advocacy is desirable
- The vocational duty of the activity professionals to impact public policy and legislation
- Discussion of current policy debates
- Empowering residents in self advocacy

Competency 33:

- Federal public policy and legislation. The processes that influence and initiate modifications in public policy. How to educate federal policymakers.

Competency 34:

- State public policy and legislation. The processes that influence and initiate modifications in public policy. How to educate state policymakers.

Competency 35:

- Local public policy and ordinances; the processes that influence and initiate modifications. How to educate local policymakers

Competency 36:

- Guide students to identify local community situations where advocacy is recommendable

Core Content #6: The Behavioral Sciences

Competency 37:

- Introduction to individual behavior and personality development theory

Competency 38:

- Adult learning processes and behavior changes concepts

Competency 39:

- Stage theories of adult development. The life course and life span

Competency 40:

- Family and community influences on the individual

Competency 41:

- Health: socio-cultural patterns of behavior and cultural variables that influence physical and mental health.

Competency 42:

- Behavioral risk factors for disease

Core content #7: Adult Client Populations

Competency 43:

- Theories of aging – physical, psychological and social demographics of aging

Competency 44:

- The spiritual, physical, intellectual, emotional and social domains of human experience across the life span

Competency 45:

- Models of care: the western medical-nursing model, the custodial model, the bio-psycho-social model of care, and the associated value system of each

Competency 46:

- Learning proficiency and motivation to achieve in later adult years.

Competency 47:

- Spirituality, worship, and ego integrity in aging; diversity of belief systems
- Preparing for death, dying, right to die issues, bereavement
- Hospice, palliative care, end of life

Competency 48:

- Social aspects of the aging process. Also include events that bear negatively on the older adult's well being, including multiple losses – retirement, health, sensory changes, abuse, exploitation and neglect issues; family and other interpersonal stressors

Competency 49:

- Personal growth in older adults, the need for social role redefinition and the value of time structuring for clients

Competency 50:

- Biology of aging: normal physical changes; physical illness and chronic conditions; brain function; diseases of the brain, dementia and cognitive disorders

Competency 51:

- The effects of illness and impairment on motivation and emotional well being

Competency 52:

- Principles of mental health; cultural sensitivity in treatment

Competency 53:

- The psychology of aging. Psychiatric and psychological disorders; personality theory and disorders; multi-axial assessment; global functioning scale

Competency 54:

- Mental status exam; the use of the mental status staircase

Competency 55:

Medications customarily used in treatment of common illness and disorders found in older adults; efficacy and side effects

Core Content #8: Professional Approach to Care

Competency 56:

- Reasons and personal motivation of the individual student for selecting a career in the activity profession
- The importance of the practitioner's self care

Competency 57:

- The nature of the professional relationship between practitioner and client: trust, confidentiality, privacy, privileged communication, using and abusing power, sensitivity to diversity

Competency 58:

- The delicate balance between client's right to self determination and the professional care giver's responsibility to protect
- The duty to advocate for clients in the care setting

Competency 59:

- The process that socially integrate clients in the care setting in order to enhance quality of life and reduce social isolation
- Models of care comparison

Competency 60:

- Effective communication methods with impaired clients

Competency 61:

- Applying restorative principles to activities services

Competency 62:

- The concept of functional competence in clients

Competency 56:

- Maintaining professional objectivity

Competencies 68, 69:

- Quality of Life

Competencies 10, 12:

- Communication

Core Content #9: Care Planning Practices

Competency 63:

- The purposes, principles and procedures for planning individual care that affect the quality of life

Competency 64:

- Applying the principles of geriatric assessment: observing behavior; describing observations, interpreting observations, activities of daily living, instrumental activities of daily living

Competency 65:

- Constructing standardized information gathering instruments that include life pattern history, socio-cultural orientation, functional competence, activity treatment potential

Competency 66:

- The functional competence system of empowerment, maintenance and supportive taxonomies
- Assessing clients based on the Ruth Perschbacher activity experience classifications empowerment, maintenance and supportive

Competency 67:

- The purposes and techniques for interviewing clients

Competency 68:

- Assessing the client's psycho-social needs, strengths, interests, functional competence, cultural orientation and personal goals to promote quality of life

Competency 69:

- Constructing care goals and developing plans for their achievement

Competency 70:

- Observing progress toward goals and recording outcomes with accuracy, including the accepted practice for writing progress notes

Competency 71:

- Correct use of abbreviations, medical and activity services terminology in the health record

Competency 72:

- The legal and practical aspects of health records

Competency 73:

- The regulatory requirements for care planning and health record keeping for each practice setting of the continuum of care, including RAI, MDS, RAPs as the most complex and stringent example

Competency 74:

- The functioning of the interdisciplinary treatment team

Competency 75:

- Participating as a contributing member of the interdisciplinary care team
- The differences between multi-disciplinary and interdisciplinary care planning

Core Content #10: Care Giving Practices (Service Delivery)

Competency 75:

- Group process theory: purposes, composition, dynamics

Competency 76:

- The practice of group work: Leadership approaches to facilitate client involvement in group activity interventions that work toward individual goals

Competency 77:

- Conducting groups of clients using a wide variety of active interventions in the spiritual, physical, intellectual, cultural, social domains at their appropriate functional competence level

Competency 78:

- Presenting individual clients with personalized activity programs at their appropriate functional level in the spiritual, physical, intellectual, cultural, social domains and/or offering comfort and solace

Competency 79:

- Timely and regular evaluations of clients' behavioral responses to interventions; the system of recording responses in the health record

Core Content #11: Activity Service: System of Design, Development and Evaluation of Department Services

Competency 80:

- The mission & working definition of activity services

Competency 81:

- Service design elements: rationale, commitment, activity professional protocols, decision making instruments

Competency 82:

- Constructing standardized development and program evaluation instruments for making activity service program decisions

Competency 83:

- The scope of activity services: spiritual, physical, intellectual, emotional (cultural) social components of activity service programs

Competency 84:

- The use of massed client assessment data to specify the composition of the general activity services program

Competency 85:

- Constructing service delivery modes that meet the needs, strengths, interests, functional competence, cultural orientation and persona goals of a diversified client base

Competency 86:

- Designing the two principle means of service delivery: group work and individualized programs

Competency 87:

- Finding and securing community resources to sustain clients in the greater society

Competency 88:

- The principles and processes that evaluate activity service design and delivery

Competency 89:

- Using gathered evaluation data to revise and improve activity services program

Competency 90:

- The life enhancing role of volunteers and community resources
- Training and motivating volunteers in the various roles of clerical support, of paraprofessional group leaders and of individual services presenters, according to their capability

Core Content #12: The Art and Science of Management

Competency 91:

- Management Defined
- The theoretical framework of management: values and goals
- The philosophical standpoint from which to approach management

Competency 92:

- The characteristics of the effective manager
- The role of the manager in the organization

Competency 93:

- Effective management styles and leadership oriented
- Behavioral characteristics of leaders-managers

Competency 94:

- Management strategies defined: participative management, management by objectives

Competency 95:

- The basic activities of the management process defined and discussed:

- Planning
- Organizing
- Staffing
- Directing
- Controlling

Core Content #13: Leadership

Competency 96:

- The nature of leadership: importance, essence, functional nature

Competency 97:

- The leader as change agent: transitions, barriers to change, the effective change agent

Competency 98:

- Creating the vision for the future
- Shaping the present for the future: developing the productive team
- The activity trap

Competency 99:

- Strategies for turning vision into reality – positioning (planning)

Competency 100:

- The nature of values
- Clarifying values: The importance of values
- Values not in harmony

Competency 101:

- Critical success factors
- Translating values into practice
- Shared values affect performance

Competency 102:

- Conflict in values: organizational dilemmas

Competency 103:

- The nature of management ethics

Competency 104:

- Leadership styles

Competency 105:

- Strategy for ethical decision making

Core Content #14: Advocacy within the Organizations (Culture Change)

Competency 106:

- The parameters of advocacy
- The fundamental call of the activity professional to advocate on behalf of the clients they serve, in particular, in the work place where direct care is given

Competency 107:

- Activity practice settings and situations where advocacy is recommendable and desirable
- Educating in-house policy makers, formally and informally

Competency 108:

- Organizational (company) culture defined
- Organizational culture's bearing on achieving company mission
- Models of care that influence company culture, company values
- Company culture that places first priority on clients' quality of life
- Organizational growth and change

Competency 109:

- Culture change on behalf of clients' quality of life, brought about by maintaining positive relationships with authorities and peers.

Competency 110:

- Advocating on behalf of clients to authorities and peers with correct argumentation practice

Competency 111:

- Collaboration with other departments to overcome the logistical problems caused by minimal activity staffing, in order to comply with legislative mandates to bring activity services to every client.

Core content #15: The Planning Function of Management

Competency 112:

- The management function of planning defined
- The theoretical framework of planning

Competency 113:

- The principles of planning

Competency 114:

- Positioning: planning as the foundation and framework for all other management functions

Competency 115:

- Problems in planning

Competency 116:

- The essence of strategy

Competency 117:

- Attributes of strategy

Competency 118:

- Systematic approach to planning

Competency 119:

- Benefits of clear strategy

Competency 120:

- Planning finances

Competency 121:

- Writing policies and procedures

Competencies 112 - 121

- Planning function

Competencies 8, 9, 10, 12, 13

- Communication

Core Content #16: The Organizing Function of Management

Competency 122:

- The management function of organizing defined
- The theoretical framework of organizing

Competency 123:

- The principles of organizing

Competency 124:

- The logic of organization

Competency 125:

- Functional organization

Competency 126:

- Matrix organization

Competency 127:

- Delegating authority

Competency 128:

- Strategy for organizational change

Competency 129:

- Policies, procedures, task outlines

Competency 130:

- Job descriptions

Competencies 122 - 130

- Organizing function

Competency 13

Communication

Core Content #17: The Staffing Function of Management

Competency 131:

- The management function of staffing defined
- The theoretical framework of staffing and staff development

Competency 132:

- The principles of staffing and staff development

Competency 133:

- Human resource planning

Competency 134:

- Human resource management principles

Competency 135:

- Lawful interviewing

Competency 136:

- Lawful personnel selection

Competency 137:

- Staffing, including non-paid staff

Competency 138:

- Staff development

Competency 139:

- Performance appraisal

Competencies 131 - 139

- Staffing function

Competency 13:

Communication

Core Content #18: The Directing Function of Management

Competency 140:

- The directing function of management defined
- The theoretical framework of directing

Competency 141:

- The human needs of the work force

Competency 142:

- Empowering: the importance of motivation

Competency 143:

- Guidelines for effective motivation

Competency 144:

- The nature of coaching staff

Competency 145:

- Guidelines for the developmental manager

Competency 146:

- Delegating work: strategies

Competency 147:

- Step by step work assignments: for those to whom delegation is inappropriate

Competency 148:

- Developing the team: the changing role of the manager

Competency 149:

- The need for team leaders

Competency 150:

- The productive team

Competency 151:

- The development of a productive team

Competency 152:

- Problem solving strategies

Competencies 140 - 152

- Directing function

Competencies 7 - 12

- Communication

Core Content #19: The Controlling Function of Management

Competency 153:

- The managing function of controlling defined
- The management principles of controlling explained

Competency 154:

- Management information system

Competency 155:

- Controlling quality

Competency 156:

- Controlling schedules

Competency 157:

- Controlling budget

Competency 158:

- Coordinated problem solving

Competency 159:

- Overview of evaluation

Competency 160:

- Evaluating client assessment

Competency 161:

- Evaluating activity intervention program

Competency 162:

- Evaluating documentation

Competency 163:

- Evaluating staff performance

Competencies 153 - 163

- Controlling function

Competency 13:

Communication

Core Content #20: Field Experience: Practice based learning

Competencies 1 - 163