

National Association of Activity Professionals Credentialing Center
Job Analysis
Standards of Practice

Basic knowledge

1. Understand the normal aging process
2. Have a basic knowledge of medical terminology
3. Understand medication side effects that could affect activity programming
4. Build a general clinical knowledge base
5. Understand the biological and psychological aspects of aging
6. Understand the demographics of the population we serve
7. Have basic knowledge of disease processes and disabling conditions affecting the population we serve and the effect on the individual's ability to participate in activity programming (stroke, Diabetes, dementias, etc.)
8. Understand the realities and myths about aging
9. Understand the stages of grief and loss (Kubler-Ross: denial, anger, bargaining, depression/sadness, acceptance)
10. Have a basic knowledge of Palliative care
11. Understand the basics of Validation Therapy
12. Understand the needs of the short term stay/rehab resident
13. Understand the wellness models (physical, emotional, creative, cultural, environmental, spiritual, social, cognitive)
14. Understand sensory losses and the programming ramifications
15. Understand the contributions of activity programming to overall well being
16. Have a basic knowledge of the activity programming settings (nursing homes, assisted living, retirement communities, adult day care, home health, senior centers, etc.) and their requirements
17. Understand the Activity Code of Ethics
18. Understand Professional Qualifications
19. Understand Cognitive disorders and their implications for activity programming (Alzheimer's, brain injury, stroke, etc.)
20. Have a basic knowledge of psychiatric disorders and their implications for activity programming (bi- polar, schizophrenic, alcoholism, etc.)
21. Understand Local, State and Federal regulations pertaining to long term care
22. Have knowledge about person-centered activity programming
23. Understand culture change and the programming ramifications
24. Follow HIPAA requirements and maintain the privacy of individual(s) served
25. Follow resident rights
26. Understand what Leisure time is and the activity related ramifications and programming
27. Have a general knowledge and understanding of OBRA and CMS
28. Understand restraints

Activity Professional Responsibilities

29. Establish and maintain good working relationships with residents/clients served, staff within and outside of the department, family members, volunteers, visitors and vendors.
30. Follow safety regulations and procedures and assure a safe environment for the population served
31. Maintain and be in good standing, the AP-BC or AC-BC certifications as well as any certifications required by the State, local government or the facility where employed.

32. Conduct, participate in or assist with in-service training and staff development
33. Maintain knowledge of current LTC-related trends, techniques, issues, as well as professional and legal standards affecting the field of activities
34. Take responsibility for maintaining competence through continuing education in the specific field of activities
35. Contribute to the activity field by participating in Local, State and National professional organizations, teaching/speaking as appropriate, research, attending conferences, serving on committees, etc.
36. Follow the professional standards of practice and code of ethics
37. Follow required Local, State and Federal regulations, building codes, licensing requirements, etc.
38. Communicate with others on a regular and timely basis in a professional manner
39. Conduct written documentation and communication using good grammar, spelling and punctuation and within required time frames

Interdisciplinary team

40. Participate as a part of and identify the interdisciplinary treatment team, including the individual(s) served
41. Provide information to team members concerning outcomes of programs offered
42. Provide information regarding individual(s) served to team members in a timely fashion
43. Participate in collaborative services with other team members as required

Documentation

44. Understand acceptable documentation requirements, methods and practices such as color of ink required, acceptable forms of correction, electronic documents, etc.
45. Interpret and document assessment results
46. Document Care Plan problems/needs/concerns/strengths as appropriate
47. Document appropriate, person-centered and measureable goals
48. Document approaches/interventions to assist individual in meeting the goal(s)
49. Document progress toward meeting the goal(s) per facility policy or acceptable standards of practice
50. Modify care plan, goal or approaches as needed
51. Document individual(s) participation in programs whether group, one to one or independent and understand various documentation forms and methods
52. Complete all required facility documentation
53. Understand progress notes and what should be included

Assessment of individuals served

54. Obtain and review information about the individual from their records, history, interviews and family/responsible party
55. Utilize, understand, establish or select assessment methods and forms
56. Conduct assessments using selected methods or forms to determine individuals' physical, mental, spiritual, social, leisure and other needs
57. Interpret the results from the assessments to determine the needs of the resident
58. Provide the results to appropriate others as needed (other staff, family, individual being served, etc.)
59. Include the individual being assessed or their responsible party in the process to the extent possible and appropriate
60. Understand how to utilize activity assessment forms (including CAA's) and understand the

processes involved

61. Conduct interviews, record reviews, observations, etc., to gain assessment information as needed
62. Assess for or locate in record review, information concerning their vision, hearing and tactile abilities
63. Assess for or locate in the record review, information concerning their cognitive abilities such as attention span, short or long term memory loss, decision making skills, orientation level, etc.
64. Assess for or locate in the record review, information concerning their social abilities such as communication level, interaction skills, etc.
65. Assess for or locate in the record review, information concerning their physical abilities such as fine and gross motor skill, ambulation, level of participation, etc.
66. Assess for or locate in the record review, information concerning their self-awareness and self-esteem
67. Assess for or locate in the record review, information about their past and present leisure interests or hobbies, also assessing for the level at which they can continue those pursuits
68. Assess for any unrealized dreams or interests the residents may have and assist in cultivating those to the extent possible
69. Assess for technological skills such as computer/tablet usage abilities, social media knowledge, cell phone usage, etc.
70. Assess spiritual needs
71. Re-assessment as needed per community/facility policies

Care Planning Process

72. Understand the entire care plan process, how they are developed, when and why
73. Document an individualized and person centered care plan as required and as follows facility policies, based on the assessments, observations, interviews and record review
74. Document problem/need/concern/strength including the individual or responsible party as feasible
75. Document a measureable and person-centered goal for the individual, following facility policy (I care plan, traditional care plan, etc.)
76. Document appropriate approaches or interventions to assist the individual in meeting or maintaining their goal, keeping them person-centered and individualized
77. Document any assistive devices required, accommodations' needed, etc.
78. Implement appropriate activity programming to assist individual(s) in meeting their goals whether group, one to one or independent
79. Monitor and document individual(s) response to programming
80. Make adjustments to programming as needed based on individuals responses and functioning level
81. Revise individual(s) care plan as needed based on evaluation of progress or input from others such as family, individual being served, other staff members, etc.

Activity Programming

82. Devise and implement group or one to one programming based on the needs of individual(s) being served utilizing modalities such as person-centered, palliative care, maintenance, supportive, empowerment or strength base approaches
83. Understand the purpose of the program and the techniques required to complete the activity or task, including resident councils
84. Support the individual(s) in the pursuit of an individual lifestyle
85. Devise programming calendars, schedules, fliers, etc. as needed or required

86. Maintain equipment and supply inventory
87. Coordinate and plan support services with other departments such as dietary, transportation housekeeping, social services, etc., as needed
88. Monitor for equipment/supply needs as an on-going process
89. Monitor program effectiveness
90. Follow all facility policies and procedures related to areas such as safety, infection control, risk management, disaster preparedness, etc.
91. Comply with all governmental and credentialing center standards and regulations
92. Understand the types of activities to offer
93. Understand all facets of programming from set-up to completion

Activity Department Management

94. Write departmental policies and procedures as needed or required
95. Set and follow procedures to evaluate programming including participation levels, costs and attendance
96. Follow quality improvement guidelines and techniques per facility policy or acceptable standards of practice
97. Manage other activity department staff, volunteers or interns as needed or required including supervising, hiring, evaluating, etc., following appropriate state and federal requirements
98. Purchase needed equipment or supplies per facility policies
99. Establish departmental budget as required and maintain and document budget and expense records per facility policy.
100. Monitor that activity programming is consistent with the facility or departmental mission, philosophies and goals
101. Train, in-service, mentor, educate staff/volunteers/students in accordance with facility policies, state and federal requirements
102. Monitor and manage funding sources as needed or required such as grants, fundraising opportunities, donations, endowments, etc.

Advocating and Advancing the Activity Profession

103. Establish networking opportunities with organizations such as universities, schools, health-related professionals, churches, senior groups, etc.
104. Advocate for the rights of individuals served as well as for other Activity Professionals
105. Offer educational opportunities to other staff, families, volunteers, community, etc. as needed
106. Keep abreast of regulatory changes that affect the profession or long term care
107. Advocate and assist others in their credentialing pursuits
108. Promote the role of the Activity Professional, Activity Department and Activity staff as needed or required
109. Train or mentor students in high school or college programs about the role of the Activity Professional and program