Help Heal Veterans Program Protocol

**Purpose:** In partnership with Arizona State University Therapeutic Recreation students, a program specific to Veterans will be facilitated to create a mutually beneficial learning environment for both students and veterans.

**Rationale:**
Intergenerational programs purposefully bring together people of different generations in ongoing mutually beneficial planned activities designed to achieve specified program goals. Through intergenerational programs young and old share their talents and resources, supporting one another in relationships that mutually benefit both individuals. (Goyer and Henkin, 1996). Each parties will benefit, but in very different ways. “Students benefit through the development of a sense of social responsibility and civic engagement, refined communication skills from intergenerational contact, and a connection between classroom learning and the local community” (Fuchs et al, 2014). This will help students receive a holistic education as they will gain professional experiences that can be applied to their future career. This also benefits the veterans as they will have an opportunity to associate with new individuals.

A similar program was implemented with St. Joseph’s college partnering with the Northport VA Medical Center and the Long Island State Veterans Home. Upon implementation of a technology based program, staff “…noted improved socialization even among veterans who resisted participating in activities in the past, memory stimulation and recall, and the promotion of individual choice and autonomy” (Fuchs et al, 2014). An intergenerational environment will help the veterans at Phoenix Adult Day Health center to increase their functional abilities.

A Veteran’s group was chosen for this partnership because of the many benefits it provides to those receiving services at Phoenix Adult Day Health center. Veterans groups are able to provide services to support the unique needs each veteran possesses. Veteran-specific groups provide a sense of comradery and a strong social platform that will provide the veterans with many opportunities for memory recollection and social integration. (Bethesda Health) After exploring the mutually beneficial partnership between Arizona State University students and a Veteran’s group, the following program was developed.

**Staff Requirements:**
- CTRS/Recreation Director or Recreation Leader/Technician under the supervision of CTRS/Recreation Director
- 1:2 ratio of Students:Veterans

**Size:** According to the space allotted at Foundations for Senior Living, and the number of students providing support; 10-15 veterans would be ideal for this program

**Location:** Upstairs room of Phoenix Adult Day Health Services

**Equipment:**
Help Heal Veterans Woodwork Kits:
- Birdfeeder
- Blue Bird House
- Bookends
- Desktop Flag Kit
- Laser Wood Sculptures
- Magazine Rack
- Medallion Case
- Music Box
- Paint by Number
- Ship/Eagle/Fish Sculpture
- Tool Box
- Wren House
- Wooden Military Ornaments
- Tacky Glue
- Sandpaper
- Paint

Movie:
- Hacksaw Ridge
- Patriots Day

What’s in the Bag?:
Military Supplies:
- Assault Pack
- Camelbak with bladder
- Army Combat Boots
- Boots cleaning kit

Closing Party:
- Construction Paper (red, white, and blue)
- Markers
- Glue
- Tape
- Poster Boards
- Apple pie
- Ice cream
- Sparkling cider
- Toast glasses
- Paper plates
- Napkins
- Silverware

Outcomes:
Veterans:
- Participants will improve attention/concentration skills.
Participants will improve conversation skills.
Participants will improve communication skills receiving spoken messages.
Participants will improve communication skill receiving written messages.
Participants will improve social interaction skills.
Participants will improve ability to recollect past events.
Participants will improve motor functioning.
Participants will improve problem solving skills.


Students:
- Students will increase development of a sense of social responsibility and civic engagement
- Students will increase communication skills from intergenerational contact
- Students will increase connection between classroom learning and the local community
- Students will develop professional competencies

(b1266) Confidence, (d155) Acquiring Skills, (d270) Undertaking Multiple Tasks, (d740) Formal Relationships

Interventions/Techniques:

This is an 8 week program that uses many different interventions and techniques. The following is a 8-week schedule of the program with the techniques and interventions listed for each week.

Week 1: Student Orientation/ Overview of Assessment files
Week 2: Ice-Breakers
- Social Integration

Week 3: Help Heal Veterans Kit part 1
- Creative Arts
- Leisure Education
- Social Integration

Week 4: Help Heal Veterans Kit part 2
- Creative Arts
- Leisure Education
- Social Integration
Week 5: American Heros Movie Day
- Cinematherapy
- Reminiscence Therapy
- Social Integration

Week 6: What’s in the bag?
- Reminiscence Therapy
- Social Integration

Week 7: American Heros Movie Day
- Cinematherapy
- Reminiscence Therapy
- Social Integration

Week 8: Galla and Goodbyes
- Creative Arts
- Social Integration

Criteria for Participation:

1. Participant must complete therapeutic recreation assessment prior to beginning program.
2. Participants are placed into appropriate group and individual activities based on level of cognitive functioning.
3. Participants must be Veterans.

Risk Management Considerations:

Some of the interventions may bring up past memories and emotions. Veterans should be monitored for PTSD. Based off of veterans functional level, veterans need to be supported properly to prevent falls. Flight Risks also need to be considered.

Program Evaluation:

Veterans:
Interventions are provided to address these participant functional areas. The CTRS will evaluate progress toward these areas and document in the FSL charts. Students will provide the CTRS with information about their observations.
- Participants will improve attention/concentration skills.
- Participants will improve conversation skills.
- Participants will improve communication skills receiving spoken messages.
- Participants will improve communication skill receiving written messages.
- Participants will improve social interaction skills.
- Participants will improve ability to recollect past events.
- Participants will improve motor functioning.
- Participants will improve problem solving skills.
Students:
Students will develop skills through the leadership and participation in the veteran group. These functional skills of the student will be assessed as a pre-and post evaluation. They will be evaluated to see the changes in the following skills.

- Students will increase development of a sense of social responsibility and civic engagement
- Students will increase communication skills from intergenerational contact
- Students will increase connection between classroom learning and the local community
- Students will develop professional competencies

See Appendix for Student Evaluations*
References:


Staff Requirements: CTRS/Recreation Director or Recreation Leader/Technician under the supervision of CTRS/Recreation Director

Size: 2-20

Location: Large or small activity room

Equipment: Military Supplies: Assault Pack, Camelbak with bladder, Army Combat Boots, Boots cleaning kit,

Statement of Purpose:

To engage participants in activities to improve and/or maintain current cognitive abilities and teach strategies to compensate for remaining cognitive deficits.

Description of Program:

This program is intended for individuals with cognitive deficits as a result of a brain injury or other disability. Activities are selected to improve specific cognitive skill areas. Activities can be adapted for therapeutic value and participants are encouraged to use compensatory strategies.

Expected Outcomes:

Participants will improve attention/concentration skills.
Participants will improve conversation skills.
Participants will improve communication skills receiving spoken messages.
Participants will improve social interaction skills.
Participants will improve ability to recollect past events.

Interventions/Techniques:

Reminiscence Therapy

Criteria for Participation:

1. Participant must complete therapeutic recreation assessment prior to beginning program.
2. Participants are placed into appropriate group and individual activities based on level of cognitive functioning.
Risk Management Considerations: Watch for signs of PTSD

Program Evaluation:

Participants will be re-evaluated every six months to assess progress made towards individual goals as a result of participation in the program. These assessments are based on data from flow sheets, progress notes, and observation of clients during programs.
Help Heal Veterans; Woodwork Project

Staff Requirements: CTRS/Recreation Director or Recreation Leader/Technician under the supervision of CTRS/Recreation Director

Size: 2-20

Location: Large or small activity room

Equipment: Help Heal Veterans Woodwork Kits

Statement of Purpose:

To engage participants in activities to improve and/or maintain current cognitive abilities and teach strategies to compensate for remaining cognitive deficits. The activity will also engage fine motor skills and allow for social participation.

Description of Program:

This program is intended for individuals with cognitive deficits as a result of a brain injury or other disability. Activities are selected to improve specific cognitive skill areas. Activities can be adapted for therapeutic value and participants are encouraged to use compensatory strategies.

Expected Outcomes:

Participants will improve attention/concentration skills.
Participants will improve conversation skills.
Participants will improve communication skills receiving spoken messages.
Participants will improve social interaction skills.
Participants will improve ability to recollect past events.

Interventions/Techniques:

Leisure Education
Creative Arts
Social Integration

Suggestions for Success:

Pre-check the kits ensuring there are no missing pieces
Provide directions in large print
Re-write the directions into simple, clear steps
Criteria for Participation:

1. Participant must complete therapeutic recreation assessment prior to beginning program.
2. Participants are placed into appropriate group and individual activities based on level of cognitive functioning.

Risk Management Considerations: Watch for signs of PTSD and splinters

Program Evaluation:

Participants will be re-evaluated every six months by the CTRS, to assess progress made towards individual goals as a result of participation in the program. These assessments are based on data from flow sheets, progress notes, and observation of clients during programs.

The following form was used to evaluate the functional use of the each individual craft kit. After completing the intervention students filled out the form in regards to each craft made.

Help Heal Veterans Craft Kit Analysis

Last name of student providing service
_______________________________

Date (mm/dd/yyyy)
__/__/__

Location of Service

[ ] Adult Day Health Care
[ ] Community Center/Program
[ ] Inpatient or Skilled Nursing Facility
[ ] Outpatient Healthcare
[ ] Other:_____________________
How many session did it take to complete craft?

- [ ] 1 session
- [ ] 2 sessions
- [ ] 3 sessions
- [ ] 4 sessions
- [ ] 5 or more sessions
- [ ] Craft was not completed by veteran

What length of time was spent working on the craft?

- [ ] 30 minutes or less
- [ ] 30 minutes - 1 hour
- [ ] 1 - 2 hours
- [ ] 2- 3 hours
- [ ] 3 or more hours

Diagnosis of Veteran (select all that apply)

- [ ] Dementia/Alzheimers Disease
- [ ] Neurological/ Neuromuscular Disorders
- [ ] Physical Disability
- [ ] Psychological Impairments (PTSD, depression, anxiety, etc.)
- [ ] Sensory Limitations (hearing, vision, etc.)
- [ ] Traumatic/Acquired Brain Injury (Cognitive Impairments)

Purpose of craft intervention for this Veteran (select ICF code(s) that apply)

- [ ] d160 Focusing attention
- [ ] d175 Solving problems
- [ ] d177 Making decisions
- [ ] d210 Undertaking a single task
- [ ] d310 Communicating with-receiving- spoken messages
- [ ] d325 Communicating with-receiving -written messages
- [ ] d350 Conversation
[ ] d440 Fine hand use
[ ] d445 Hand and arm use
[ ] d710 Basic interpersonal interactions
[ ] d720 Complex interpersonal interactions
[ ] d750 Informal relationships
[ ] d920 Recreation and Leisure
[ ] b126 Temperment and personality functions
[ ] b130 Energy and drive functions
[ ] b144 Memory functions
[ ] b147 Psychomotor functions
[ ] b152 Emotional functions
[ ] b156 Perceptual functions
[ ] b160 Thought functions
[ ] b164 Higher cognitive functions
[ ] Other: ______________________

What Help Heal Veteran craft was used?

[ ] Birdfeeder
[ ] Blue Bird House
[ ] Bookends
[ ] Desktop Flag Kit
[ ] Laser Wood Sculptures
[ ] Magazine Rack
[ ] Medallion Case
[ ] Music Box
[ ] Paint by Number
[ ] Ship/Eagle/Fish Sculpture
[ ] Tool Box
[ ] Wren House
What adaptations or supports were needed?

- None- Veteran was independent
- Hand over hand assistance (physical needs)
- Verbal cues to stay on task
- Instructional guidance
- Other:

Rate the Veteran's capacity and performance with the craft. *

- NO difficulty (none, absent, negligible...)
- MILD difficulty (slight, low...)
- MODERATE difficulty (medium, fair...)
- SEVERE difficulty (high, extreme,...)
- COMPLETE difficulty (total...)
- Not applicable

How can the craft kit be improved based off of this experience?
American Heroes-Movie Day

Staff Requirements: CTRS/Recreation Director or Recreation Leader/Technician under the supervision of CTRS/Recreation Director

Size: 2-20

Location: Large or small activity room

Equipment: Movie involving American Heroes.

Statement of Purpose:

To engage participants in activities to improve and/or maintain current cognitive abilities and teach strategies to compensate for remaining cognitive deficits.

Description of Program:

This program is intended for individuals with cognitive deficits as a result of a brain injury or other disability. Activities are selected to improve specific cognitive skill areas. Activities can be adapted for therapeutic value and participants are encouraged to use compensatory strategies.

Expected Outcomes:

Participants will improve attention/concentration skills.
Participants will improve conversation skills.
Participants will improve communication skills receiving spoken messages.
Participants will improve social interaction skills.
Participants will improve ability to recollect past events.

Interventions/Techniques:
Cinematherapy
Reminiscence Therapy

**Criteria for Participation:**

1. Participant must complete therapeutic recreation assessment prior to beginning program.
2. Participants are placed into appropriate group and individual activities based on level of cognitive functioning.

**Risk Management Considerations:** Watch for signs of PTSD

**Program Evaluation:**

Participants will be re-evaluated every six months to assess progress made towards individual goals as a result of participation in the program. These assessments are based on data from flow sheets, progress notes, and observation of clients during programs.
Activity Protocol: Gala and Goodbyes

Staff Requirements: CTRS/Recreation Director or Recreation Leader/Technician under the supervision of CTRS/Recreation Director

Size: 2-20

Location: Large or small activity room

Equipment: Markers, red, white, blue paper (standard size), large paper to make quilt, tape/glue, music player, flags

Statement of Purpose:

To engage participants in collaborative creative arts activity to increase social integration with other clients and strengthen motor skills through artistic creativity.

Description of Program: This is a goodbye party in order for the Veterans and students to have a sense of closure to the program. This involves an arts and craft project that will be displayed at Foundations for Senior Living. Each student and veteran will draw on a paper important moments from their life. Each paper will then be combined into a quilt-like poster. After the quilt is finished a party with apple pie and toasts will begin. Student will each give a thank you toast to the veterans, and the program will end with a final toast of thanks.

Expected Outcomes:
Participants will improve attention/concentration skills.
Participants will improve conversation skills.
Participants will improve communication skills receiving spoken messages.
Participants will improve social interaction skills.
Participants will improve ability to recollect past events.
Participants will improve ability to express themselves and how the activity made them feel.
Participants will improve motor functioning through drawing.

Interventions/Techniques:
Creative Arts
Social Activities

Criteria for Participation:

Participant must complete therapeutic recreation assessment prior to beginning program.
Participants are placed into appropriate group and individual activities based on level of cognitive functioning.
Risk Management Considerations: Watch for signs of PTSD, watch for splinters

Program Evaluation:

Participants will be re-evaluated every six months to assess progress made towards individual goals as a result of participation in the program. These assessments are based on data from flow sheets, progress notes, and observation of clients during programs.
Appendix

*Summative Participant Evaluation*

-Did the participant respond to verbal cues while participating in activity?

Yes  No

-Did the participant respond to written messages while participating in activity?

Yes  No

-Did the participant display social interactions with fellow participants? If yes, how so?

Yes  No

-Was the participant able to recollect past events during the activity? If yes, how so?

Yes  No

-Did the participant use motor functioning during this activity? If yes, how so?

Yes  No

-Did participant problem solve during activity? If yes, how so?

Yes  No
-If “no” was the answer to any of the above questions, what could be changed during the activity to encourage the answer to be “yes” for all questions?

-Any additional comments about the behavior and/or affect of participant:
*Recreation Therapy Student PRE Survey*

1. As a Recreation Therapist, how do you feel that you have a social responsibility to civic engagement?

2. How comfortable are you, at this point, communicating with those from a different generation than you?

3. As you lead interventions at FSL, how will you look for ways to establish what you learn in the classroom to a community setting?

4. During the semester working with FSL, what professional competencies do you wish to learn/improve upon?
*Recreation Therapy Student POST Survey*

1. During interventions at FSL, how did you increase development of a sense of social responsibility and civic engagement?

2. During interventions at FSL, how did you increase communication skills from intergenerational contact?

3. During interventions at FSL, how did you increase connection between classroom learning and the local community?

4. During interventions at FSL, how did you develop professional competencies?

   EXAMPLE: (b1266) Confidence, (d155) Acquiring Skills, (d270) Undertaking Multiple Tasks, (d740) Formal Relationships
Recreation Therapy Survey for Veteran

Please fill out this survey to the best of your knowledge. There is no right or wrong answer. The survey should only take about 2 minutes and help us improve Recreation Therapy services. Thank you!

1. Which face currently represents your mood? (Please circle one face.)

![Wong-Baker FACES™ Pain Rating Scale](image)

(Credit: Wong Baker Pain Scale)

2. Did you enjoy the recreation therapy activity today? (Please circle one answer.)

YES           NO

3. Would you participate in this type of activity again in the future? (Please circle one answer.)

YES           NO

4. In the space below, please tell us what would help you enjoy this activity more.