



Network Practices: Intellectual

Silver Surfers

Multiple Communities

"Silver Surfers" is a weekly technology workshop offered to Independent and Assisted Living residents. Residents learn more about technology, both web-based and otherwise. Specifically, residents learn how to operate iPads, Kindles, cameras and computers. Residents are then given homework to practice what they've learned. For example, residents learned how to log in to a Wi-Fi network and were given practice homework to set up an internet connection at a nearby restaurant.

Healthy Living Lunch

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Host a monthly Healthy Living Lunch. A special healthy menu is designed and a speaker presents during lunch on a variety of health topics.

iPads and Masterpiece Moments

The Buckingham at Houston

Based on personal interests of residents that are already known, team members approach residents with iPads open to webpages that would be of interest to the resident and start a conversation. For instance, a team member reported that he approached a resident with images of her favorite art from around the world. The resident was able to recognize artist's names and describe the art she was looking at on the iPad. The resident and team member went on to look up videos of the resident's favorite musicians, the biography of her late husband that was found on a university website, and eventually her home state and the Berlin wall. She happily shared details of all subjects with the team member and even looked up subjects on her own after a quick tutorial from the team member.

Intergenerational Technology Experience

Edgemere

Edgemere has developed a "Good Neighbor" Program with the University of Texas at Dallas enabling Edgemere to benefit from their professors, scientists and Doctoral candidates for programs and classes. Student volunteers from UTD instruct Edgemere residents on their iPads and iPhones with great results.

Great Courses

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Send personal invitations to those residents who have shown an interest in this type of programming. After establishing a base of interest, utilize these residents to spread the word. The facilitator should embrace his/her role as learner, purposefully selecting topics about which they know very little. Let the residents know this right up front, as it levels the playing field during discussions and makes the facilitator more of a participant and less a teacher.

Remember that these lectures are just one way to learn about the topic. Ask residents at the introductory lesson if they have ideas for other ways they'd like to find out more. Residents may suggest book lists, documentaries on the topic, guest speakers (especially for the comparative religion lectures), and field trips. The more ways everyone can look at the topic, the richer the discussions will be.

Sundays at 5:00

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Select a time of day that there aren't many programs planned and tends to be some "waiting around." A specific community named this program "Sundays at 5:00," and asked residents to lead a program on something of interest to them on Sunday at 5:00. The programs have consisted of performances, speeches, and storytelling. Resident family members, friends and team members also lead programs.

Resident Family Feud

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Create your own version of Family Feud by polling the residents with questions such as favorite places to travel, favorite program at the community, etc. Use the answers to form the game. Answers can also be used along with other game show themes and skits for the event.

Books for Discussion

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The following books are used either as reference or for book clubs or discussion groups:

1. *The How of Happiness: A New Approach to Getting the Life You Want* by Sonja Lyubomirsky
2. *Living Life in Retirement: Making Your New Freedom Work* by Marvin H. Berenson, M.D.
3. *Can't Remember What I Forgot* by Sue Halpern
4. *Happiness at the Speed of Life* by Jim Smith.

Intellectual Integration

San Joaquin Gardens and Others

Integrate intellectual programming (brain teasers, Dr. Rob's Cognitive Connection games, Neurobics excerpts, etc.) during fitness classes and with other programs and events. Every program, event, and activity can have an intellectual component! (Please see "Successful Practices for Developing Cognitive Stimulation Programs" under Master Practices Supporting Documents.)

Trivia with Purpose: Free Rice

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Choose from several subjects. With each question you get right, 10 grains of rice are donated to the World Food Programme. Set this up outside of the dining room for people to play while they wait to be seated for meals.
www.freerice.com

Anishinaabe, Piedmont!

Piedmont Gardens

A three-day celebration of Native American Culture. American Indian stories and poems are read by team members and residents. Residents are invited to pick up a traditional American Indian bread recipe, and prepare the bread for Native American Tea Time - a tasting of herbal teas and homemade breads. A tour to the Native American Health Center in Oakland, CA, provides residents an up-close look at Native American health concerns. A PBS documentary on Geronimo and the Apache Resistance provides a historical perspective on the Native American culture. Dining services prepares a traditional Native American lunch and dinner, followed by a drum and dance performance by the All Nations Singers and Drummers.

Not Your Grandma's Bingo Anymore

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Try some new games for Masterpiece Living flair and to excite the crowd.

🎲 **"Lousy Card Bingo"** – Everyone is asked to stand up from their seats. The caller calls a number. If the player has that number on their card they must turn the card over and sit down. Repeat with other numbers with the object being to be the last player standing without having any of the called numbers on their card...thus giving them the lousy card of the night.

🎲 **"Math Bingo"** – This version has more work for the caller. Instead of saying B-10, the caller would say a math problem like 2×5 and the player would know to cover "10". Keeping the problems easier enough to solve in their heads, this can be a lot of fun.

🎲 **"Gotta Go!"** Only "G" and "O" numbers are called. When they have both column covered, they yell "I've gotta go!" instead of yelling BINGO!

Resident Teaching College Level Courses

Edgemere

A retired professor is teaching a continuing education literary course of Shakespeare's works. Outside students are invited into the community to participate alongside residents. The local University is working with the community to expand the curriculum. This provides challenging and engaging programs for residents and celebrates learning and teaching at any age.

Storytelling in the Art Gallery

Holly Creek Retirement Community

Take your art gallery one step further by posting a story about each art piece underneath the display. Going beyond the title and creator acknowledgement, this is a great way for residents, team members, and visitors to have a better understanding of the person associated with each piece of art.

Multicultural Luncheon

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Host a multicultural luncheon where tables represent different countries. At each table, there is a host who has some relationship with the country, whether it is their heritage, their favorite vacation spot, or their birthplace. This host gives an informal presentation/facilitates a conversation about the overall experience for older adults from that country. When people enter the luncheon there are two greeters with bowls filled with pieces of paper with countries listed on them. Each person selects one piece of paper from the bowls, which is the country where they are to sit for lunch. This is a successful way to encourage people to sit next to new faces and it also provides a conversation starter.

Basic Sign Language 101

Multiple Communities

Did you know that American Sign Language (ASL) is one of the world's most expressive languages, utilizing the entire body to communicate? A sign language program incorporates useful words and phrases and teaches residents fundamentals such as learning how to form the letters of the alphabet and making basic introductions.

Issues Forum

Piedmont Gardens

Residents suggest controversial topics that they are interested in and seek appropriate speakers. Speakers are asked to do a presentation and leave time for Q&A and discussions. Topics may include the following: the evolution controversy; Zionism myths; the Palestinian peace movement; medical marijuana; Islamic feminism; extending the lifespan; the economy; etc.

Clermont Park College

Clermont Park

Clermont College of Creative Life began as a way to present the Living It! campaign. We wanted to present opportunities for learning and teaching in a college format. We asked residents, family members and team members if any of them would like to lead/instruct a course for the summer college, and we had an overwhelming positive response from everyone. 37 new courses by 26 faculty members were introduced in our Summer College Trimester. No faculty members were paid to teach—it was 100% volunteer-led. More than 200 resident participants attended at least one or more courses. This means that 2/3 of the residents, from all levels of living, participated in the College.

We put out a College Brochure every month to introduce any new college courses, with a short description of the course, time, date, location, and the credit component that course addresses. When participants reach 3 or more credits in each of the 4 components (Social, Intellectual, Physical, Spiritual), they then earn the amount to graduate. To track each person's credits, we provide a sign-in sheet for each course, and individuals are responsible to sign in if they want to receive credit. The credits are tracked in an Excel spreadsheet.

This first semester was concluded with a Clermont College Graduation ceremony. Several residents shared their experience through reflective presentations that included a poetry reading and a skit! Dr. Roger Landry was the Salutatorian. He spoke and presented graduates with their diplomas, at which time a picture was taken of them together. As a surprise gift to the students and faculty, a swing band was hired and the ceremony concluded with a party in the courtyard.

Team Member Engaged Neurobics

Friendship Village of Bloomington

We divided the presentation of sessions between team members in different departments with relevant expertise in a Neurobics topic. For example, our Dining Director facilitated the unit on memory and nutrition; our memory support manager led the module on dementia and depression. This process engaged many departments in a life enriching program.

Movement Inspired by Nature

Plymouth Village

When one resident pointed out that our tree map (which identifies the trees surrounding our community) was outdated, we used Movement Matters as a means to create an updated version. Every Tuesday and Thursday a group would walk and talk about the trees. We plan on learning all of the trees, updating the tree map, making a tree book, and starting nature classes.

La Loma University (LLU) is a lifelong learning program that La Loma Village adopted across all levels of living. Many residents are highly educated and had very successful careers and wanted to stay engaged and learn things in their retirement years they didn't have time for while working. We use a "Design Committee" made up of residents to implement LLU with support from team members. This committee is made up of community members that discuss the direction we want to go in. We meet regularly and plan the programs, brainstorm new ideas and discuss the different facets and courses for LLU. Each member of the committee serves in different ways including things such as making contact with possible presenters, assisting in communicating with other communities about partnering with us, putting together the course catalogue, writing course descriptions, planning LLU orientation and sign up for classes. We have a budget to pay for any fees associated with the different presenters/programs we bring to campus. Curriculum catalogues are available as a resource for those who want to sign up for the sessions and the biggest and most precious resource we have is the people who live and work at our community. We have a short survey that residents who participate in each course can fill out at the end of the course to give us feedback on our courses and their content. From these feedback surveys we learn what they liked, didn't like, and future courses they may like to participate in.

ArtPrize*Four Pointes Center for Successful Aging*

ArtPrize is an annual international open art competition held in Grand Rapids, Michigan every September. The purpose of this event is to engage individuals from all backgrounds; strike up conversations about art and create a positive connection in the community. Five years ago, Four Pointes and local a graduate program of Occupational Therapy (OT) at Grand Valley State University (GVSU) formed an educational and community partnership. One of the many valuable products of this relationship was the opportunity for Four Pointes members to experience the incredible sights and education of the ArtPrize event. Engaging in ArtPrize is a shared learning experience between the GVSU OT students and older adults. Every year a comprehensive tour thru the 3 mile radius ArtPrize event is developed by the GVSU Occupational Therapy students for members of Four Pointes. Students utilize their academic and practical skills to design an engaging and meaningful experience for all members, regardless of ambulatory level.

The Singing Bowl Experience*Someren Glen*

Local healer, Ann, leads an individual or a group through the history and stories of Tibetan Singing Bowls. As part of this experience, she shares the many ways in which the vibrations from the bowls can be used for people to heal, connect, meditate and simply enjoy the beautiful sound of the bowls in concert. This is an amazing experience for a group of people to share together.

Community Partnership with DU School of Social Work*Clermont Park*

Clermont Park partnered with the Graduate School of Social Work at the University of Denver in the 2014-2015 and 2015-2016 academic years. Students in a "Perspectives & Trends in Health and Wellness" class interviewed residents about wellness and the aging process. Groups of residents participated in panels at several classes (including one caregiver panel). Over 40 students from an "Evolving Perspectives & Trends in Aging" course participated in or led a Clermont College class. With the support of a University sponsor, we conducted a research study to see how students' perceptions of aging changed before and after their experience in a Clermont College class. We found a statistically significant decrease on an ageism scale. Several Clermont Park Residents speak in the students classes about ageism as well.