

## Validation Worker Course (Internet Supported)

Lesson	Date	Format	Contents	Materials	Est. Time
1	Begins 2/1/18		<p><b>Goals for Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• Understand all of the technological aspects of the course</li> <li>• Get acquainted with your teacher and your peers</li> <li>• Explore the personal experience and expectations you bring</li> <li>• Review and discuss the Requirements and Expectations</li> <li>• Become comfortable with the webinar format</li> </ul>		
1a		Internet Video, Document	<p><b>Technical Orientation:</b></p> <p><i>Action:</i> Download, Read and Review Technical Requirements for Zoom Video Conference Software.</p> <ul style="list-style-type: none"> <li>• System Requirements</li> <li>• Getting Started on PC or Mac</li> <li>• General Technical Information</li> <li>• Changing Video Layout</li> </ul>	Web Documents	30 min.
1b		Documents	<p><b>Introductions and Motivations:</b></p> <p><i>Action:</i> Watch the Welcome Video message from Naomi Feil.</p> <p><i>Action:</i> Download <i>Doc 1b: Course Preparation</i>. Fill it out and email it to the instructor.</p> <p><i>Action:</i> Download <i>Doc 1b.2: Requirements and Expectations</i>. Read this before the next webinar.</p>	Welcome Video <a href="#">Doc 1b</a> <a href="#">Doc 1b.2</a>	30 min.
1c	2/7/18 6pm PT	Webinar 1	<p><b>Webinar 1c Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make introductions and exchange information from Doc 1b: Course Preparation</li> <li>• Review Doc 1b.2: Requirements and Expectations and discuss any questions about the required work.</li> <li>• Teacher and Presenter will share backgrounds and how Validation has impacted their professional journey</li> <li>• Jana will be available to answer any technical questions</li> </ul>	Zoom Webinar	1 hour 15 min

2	Begins 2/8/18		<b>Goals for Lesson 2:</b> <ul style="list-style-type: none"> <li>• Know who Naomi Feil is and how Validation was developed</li> <li>• Be able to describe what Validation is</li> <li>• Understand and be able to describe how to implement the first 4 principles of Validation</li> </ul>		
2a		Internet Video, PowerPoint Slides	<b>Who is Naomi Feil and how was Validation developed?</b> <i>Action:</i> Download <i>PPT 2a</i> so you can take notes. <i>Action:</i> Watch <i>Video 2a</i> . <i>Action:</i> Answer 3 questions in the boxes under the video: <ul style="list-style-type: none"> <li>• What gave Naomi Feil special insight into the elderly?</li> <li>• What did Mr. Rose teach Naomi Feil?</li> <li>• How does Validation change and develop over time?</li> </ul>	<a href="#">PPT 2a</a> <a href="#">Video 2a</a>	30 min.
2b		Internet Video	<b>What is Validation?</b> <i>Action:</i> Watch <i>Video 2b</i> . <i>Action:</i> Use the Discussion Board. Write your impressions, preconceptions or any previous ideas you had about Validation before you began this course. Has that changed at all now?	<a href="#">Video 2b</a>	15 min.
2c		Internet Video, Document	<b><i>Principle 1: Maloriented and disoriented old people are unique and worthwhile.</i></b> <i>Action:</i> Watch <i>Video 2c</i> . <i>Action:</i> Download and review <i>Doc 2c.2: Principles</i> . <i>Action:</i> Download <i>Doc 2c: Forms of Address</i> . Fill it out and send it to the instructor.	<a href="#">Video 2c</a> <a href="#">Doc 2c</a> <a href="#">Doc 2c.2</a>	30 min.
2d		Internet Video, Document	<b><i>Principle 2: Maloriented and disoriented old people should be accepted as they are: we should not try to change them.</i></b> <i>Action:</i> Watch <i>Video 2d</i> . <i>Action:</i> Download <i>Doc 2d: Acceptance Exercise</i> and send the completed document to the instructor.	<a href="#">Video 2d</a> <a href="#">Doc 2d</a>	30 min.
2e		Internet Video	<b><i>Principle 3: Listening with empathy builds trust, reduces anxiety and restores dignity.</i></b> <i>Action:</i> Watch <i>Video 2e</i> . <i>Action:</i> Use the Discussion Board to discuss with your fellow learners what you came up with during the exercise contained in the video.	<a href="#">Video 2e</a>	15 min.
2f		Internet	<b><i>Principle 4: Painful feelings that are expressed, acknowledged and validated by a</i></b>	<a href="#">Video 2f</a>	1 hour

		Video	<p><i>trusted listener will diminish. Painful feelings that are ignored or suppressed will gain in strength.</i></p> <p><b>Action:</b> Watch Video 2f.</p> <p><b>Action:</b> Download <i>Doc 2f: Emotions Exercise</i>. Review pictures 8 – 24 and write down the emotions you see reflected in the pictures. There is space at the end of <i>Doc 2f.2</i>.</p> <p><b>Action:</b> Download <i>Doc 2f.2: Review of Knowledge #1</i> and send the completed document to the instructor.</p>	<p><a href="#">Doc 2f</a> <a href="#">Doc 2f.2</a></p>	
2g	2/21/18 6pm PT	Webinar 2	<p><b>Webinar Objectives:</b></p> <ul style="list-style-type: none"> <li>To anchor what you have learned so far through discussion and answering questions.</li> <li>To feel more connected to the other participants in the course.</li> <li>To begin to integrate Validation Principles into practice.</li> </ul> <p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>Review of Knowledge #1 can be used as a guideline.</li> <li>Review key concepts from the power point slides with the class.</li> </ul> <p>Each one of us must be conscious of her/his basic attitude concerning very old people, and be willing to continually working on it. Before we begin to use Validation, we need courage and the capacity for self-reflection.</p>	Zoom Webinar	1 hour 15 min
3	Begins 2/22/18		<p><b>Goals for Lesson 3:</b></p> <ul style="list-style-type: none"> <li>To become familiar with the population that responds best to Validation</li> <li>To integrate the principles that relate to the population</li> <li>To gain insight into the reasons behind malorientation and disorientation</li> </ul>		
3a		Internet Video	<p><b>Validation Principles in relation to the population that best responds to Validation:</b></p> <p><i>Principle 5: There is a reason behind the behavior of very old maloriented and disoriented people.</i></p> <p><i>Principle 6: The reasons that underlie the behavior of maloriented or disoriented very old people <u>can</u> be one or more of the following basic human needs:</i></p> <p><b>Action:</b> Watch Video 3a.</p> <p><b>Action:</b> Answer 3 questions on the webpage:</p>	<p><a href="#">Video 3a</a></p>	30 min.

			<ol style="list-style-type: none"> <li>1. An old woman wants to go home to feed her children when they get home from school. What <b>COULD</b> be the need she is expressing?</li> <li>2. You decided to take this course for a reason. What basic human need could that relate to?</li> <li>3. How do you imagine the need “resolution of unfinished issues”? What could that mean to a very old person?</li> </ol>		
3b	Internet Video	<p><b>Erik Erikson’s life stages and life tasks:</b></p> <p><b>Action:</b> Download <i>PPT 3b</i>. This is a large file and may take some time to download.</p> <p><b>Action:</b> Watch <i>Video 3b</i>.</p> <p><b>Action:</b> Think about your life in terms of Erikson’s life stages:</p> <ul style="list-style-type: none"> <li>• Which stage or stages do you think are unresolved? Feel free to review the Internet video again.</li> <li>• What behavior do you express today that could be linked to this possible unresolved life stage?</li> </ul> <p><b>Action:</b> Use the Discussion Board to share and discuss what you come up with.</p>	<a href="#">PPT 3b</a> <a href="#">Video 3b</a>	30 min.	
3c	Internet Video	<p><b>Principle 7: Early learned behaviors return when verbal ability and recent memory fails.</b></p> <p><b>Action:</b> Watch <i>Video 3c</i>.</p> <p><b>Action:</b> Answer 3 questions on the webpage:</p> <ol style="list-style-type: none"> <li>1. What are “early learned behaviors”?</li> <li>2. How do you imagine the behavior of very old people expressing early learned behaviors?</li> <li>3. Can you imagine a moment in your own life when you used an early learned behavior?</li> </ol>	<a href="#">Video 3c</a>	15 min.	
3d	Internet Video	<p><b>Principle 8: Personal symbols used by maloriented or disoriented elderly are people or things (in present time) that represent people, things or concepts from the past that are laden with emotion.</b></p> <p><b>Action:</b> Watch <i>Video 3d</i>.</p> <p><b>Action:</b> Find an item at home that you feel is a symbol for you. Using the Discussion Board, write down what the symbol is and what it represents.</p>	<a href="#">Video 3d</a>	15 min.	
3e	Internet Video	<p><b>Principle 9: Maloriented and disoriented old people live on several levels of awareness, often at the same time.</b></p>	<a href="#">Video 3e</a> <a href="#">Clips 1 - 4</a>	15 min.	

			<p><b>Action:</b> Watch <i>Video 3e</i>.</p> <p><b>Action:</b> Watch <i>Clips 1 - 4</i> to see some examples of older people using different levels of consciousness.</p> <p><b>Action:</b> Using the Discussion Board, write one example of this principle that you noticed in the video clips.</p>		
3f	Internet Video	<p><b>Principle 10:</b> <i>When the 5 senses fail, maloriented and disoriented elderly stimulate and use their ‘inner senses’. They see with their ‘mind’s eye’ and hear sounds from the past.</i></p> <p><b>Action:</b> Watch <i>Video 3f</i>.</p> <p><b>Action:</b> Comment on the Discussion Board: Discuss the exercise you did during the video:</p> <ul style="list-style-type: none"> <li>• Did it work for you?</li> <li>• How did it work?</li> <li>• What did you learn/experience?</li> <li>• How did it not work?</li> <li>• What got in your way?</li> <li>• How do you think this exercise might help you gain more insight into the behavior of people who have some forms of dementia?</li> </ul>	<a href="#">Video 3f</a>	15 min.	
3g	Internet Video	<p><b>Principle 11:</b> <i>Events, emotions, colors, sounds, smells, tastes and images create emotions, which in turn trigger similar emotions experienced in the past. Old people react in present time, the same way they did in the past.</i></p> <p><b>Action:</b> Watch <i>Video 3g</i>.</p> <p><b>Action:</b> Think about the concept of “triggers” and identify something that is a trigger for you. It can be anything--a smell, sound, image, person, location, tone of voice, anything. Using the Discussion Board, finish the following sentence by 1) identifying the trigger and 2) describing the kind of reaction it provokes in you.</p> <p>"A trigger in my life is _____(1)_____ and it makes me _____(2)_____."</p> <p><b>Action:</b> After you post your response, read and reply to at least 3 other people's responses.</p> <ul style="list-style-type: none"> <li>• <i>What would you think if you saw this reaction?</i></li> <li>• <i>How do you know that their reaction is triggered?</i></li> <li>• <i>How might you react in a way that helps them accept or deal with their</i></li> </ul>	<a href="#">Video 3g</a>	30 min.	

			<i>triggers?</i>		
3h		Internet Video, Document	<p><b>Who are the disoriented old-old?</b></p> <p><i>Action:</i> Watch <i>Video 3h</i>.</p> <p><i>Action:</i> View the addition video clips on the webpage. Using the information that you just learned in the video, note the characteristics that you see in each clip on the Discussion Board.</p> <p><i>Action:</i> Download <i>Doc 3h: Review of Knowledge #2</i>. Fill it out and send the completed document to the instructor.</p>	Video 3h Clips: <a href="#">Early Onset</a> , <a href="#">Gladys Wilson</a> <a href="#">Doc 3h</a>	1 hour
3i	3/7/18 6pm PT	Webinar 3	<p><b>Webinar Objectives:</b></p> <ul style="list-style-type: none"> <li>To integrate more Validation principles and begin to apply them in our practice (Instructor will share ways to do this)</li> <li>To get better insight about the population that best responds to Validation</li> </ul> <p><b>Agenda:</b></p> <ul style="list-style-type: none"> <li>Review of Knowledge #2 can be used as a guideline</li> <li>Review Validation Principles</li> <li>Brief review of Erikson's theory</li> <li>Review how behavior is an expression of unmet needs</li> <li>Get feedback on how the Discussion Board topics are flowing</li> <li>Questions? Comments?</li> </ul>	Zoom Webinar	1 hour 15 min
4	Start 3/8/18		<p><b>Goals for Lesson 4:</b></p> <ul style="list-style-type: none"> <li>To become familiar with and be able to recognize the characteristics of Maloriented and Time Confused people</li> <li>To recognize symbols that are used by Maloriented and Time Confused people</li> <li>To integrate the short and long term goals of Validation</li> </ul>		
4a		Internet Video, Document	<p><b>Characteristics of Maloriented people:</b></p> <p>Phase 1: Malorientation</p> <p><i>Action:</i> Watch <i>Video 4a</i>.</p> <p><i>Action:</i> Download <i>Doc 4a: Checklist to Determine Phase of Resolution</i>. Watch Clips 1 - 3 on the webpage. Choose either the client in Clips 1 and 2, or the client in Clip 3. Using the checklist, check off the characteristics that make you think your chosen client is Maloriented. Email this document to the instructor.</p>	<a href="#">Video 4a</a> <a href="#">Doc 4a</a> <a href="#">Clips 1 - 3</a>	45 min.

4b		Internet Video, Document	<p><b>Characteristics of Time Confused people:</b></p> <p>Phase 2: Time Confusion</p> <p><b>Action:</b> Watch <i>Video 4b</i>.</p> <p><b>Action:</b> Download <i>Doc 4a: Checklist to Determine Phase of Resolution</i>. Watch Clips 1 - 3 on the webpage. Choose one of the clients in Clips 1 - 3. Using the checklist, check off the characteristics that make you think your chosen client is Maloriented. Email this document to the instructor.</p>	<p><a href="#">Video 4b</a>  <a href="#">Doc 4a</a>  <a href="#">Clips 1 - 3</a></p>	45 min.
4c		Internet Video, Document	<p><b>Topic: Symbols as used by Maloriented and Time Confused people:</b></p> <p><b>Action:</b> Watch <i>Video 4c</i>.</p> <p><b>Action:</b> Download <i>Doc 4c: Symbols Exercise</i> and email the completed document to the instructor.</p>	<p><a href="#">Video 4c</a>  <a href="#">Doc 4c</a></p>	20 min.
4d		Internet Video, Document	<p><b>Goals of Validation:</b></p> <p><b>Action:</b> Watch <i>Video 4d</i>.</p> <p><b>Action:</b> Answer 3 questions on the webpage:</p> <ol style="list-style-type: none"> <li>1. What are the 5 goals of Maloriented and Disoriented people?</li> <li>2. What are at least 5 goals of Validation Practitioners?</li> <li>3. Describe a situation where the goals of a Maloriented person might conflict with those of other people.</li> </ol> <p><b>Action:</b> Download and complete <i>Doc 4d: Review of Knowledge #3</i>. Email this document to the instructor.</p>	<p><a href="#">Video 4d</a>  <a href="#">Doc 4d</a></p>	1 hour
4e		Video Upload	<p><b>Action:</b> Review instructions for uploading videos.</p> <p><b>Action:</b> If you already have a video camera, record a test video. Practice using your camera by filming something or someone that interests you. Remember that we cannot record people in a professional setting unless we have a signed video release.</p> <p><b>Action:</b> Upload the test video to the secure website.</p>	<p><a href="#">Video Upload Instructions</a></p>	1 hour
4f	3/21/18 6pm PT	Webinar 4	<p><b>Webinar Objectives</b></p> <ul style="list-style-type: none"> <li>• To begin to demonstrate a basic understanding of the physical and psychological characteristics of Malorientation and Time Confusion</li> <li>• To describe the goals of Validation and goals of disoriented people</li> <li>• To assign groups for video supervision</li> </ul> <p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Questions and logistical prep for 1<sup>st</sup> weekend workshop</li> </ul>	Zoom Webinar	1 hour 15 min

			<ul style="list-style-type: none"> <li>• Questions? Comments?</li> </ul>		
	3/22 – 4/6/18		<p><b>Holidays and look for appropriate clients to Validate and get video permission forms signed by POAs.</b></p> <p><b>Prepare for in-person training</b></p>		
5	4/07/18 9a – 5p 4/08/18 9a – 4p	<b>In-Person Training</b>	<p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Practice all elements of the Validation Attitude</li> <li>• Demonstrate and practice all techniques used with Phase One</li> <li>• Demonstrate and practice all techniques used with Phase Two</li> <li>• Practice how to do a Validation session: the beginning, the middle, the end</li> <li>• Role play of Validation Sessions</li> <li>• Discuss and <b>practice</b> record keeping</li> <li>• Review practicum assignments</li> </ul> <p>After this in-person session, you will need <b>8</b> consecutive weeks of practice with a person in Malorientation and <b>7</b> consecutive weeks of practice with a person in time confusion. In future webinars, we will look at the videos of 3 - 4 participants (see addendum) to learn from each other. We will answer questions, discuss issues and share experiences.</p>		14 hours
Lesson P1	Begins 4/9/18	Practicum 1 (w/ a Maloriented client)	<p><b>Ongoing for the next 8 weeks:</b></p> <p><b>Action:</b> Each student will choose a client in Malorientation and begin weekly Validation sessions. Fill out a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Review the tutorial video on instructions for uploading your video to the secure Sharefile website. <a href="https://vfvalidation.org/lesson/lesson-4-part-e-seattle/">https://vfvalidation.org/lesson/lesson-4-part-e-seattle/</a></p> <p><b>Action:</b> Students in <b>Group 1</b> must upload their videos by <b>4/15/18</b>. These videos will be viewed in <b>Lesson P2</b> and discussed on the <b>4/18/18 webinar</b>.</p>		
Lesson P2	Begins 4/16/18	Practicum 2 (w/ a Maloriented)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using</p>	<a href="#">History and Baseline Behavior Form</a>	1 hour



# Syllabus

		client)	<p>the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Review posted student videos from <b>Group 1</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>4/18/18 webinar</b> discussion.</p> <p>Retain Session Summary forms and bring them to the next In-Person Weekend Workshop (<b>July 28, 29, 2018</b>).</p>	<a href="#">Individual Validation Session Summary</a>	
Lesson P2 Web	4/18/18 6pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Malorientation from Group 1.</b></p> <p><b>Video supervision and discussion of students' experiences:</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p> <p>Questions and Answers regarding practice.</p>	Zoom Webinar	1 hour 15 min
Lesson P3	Begins 4/23/18	Practicum 3 (w/ a Maloriented client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Students in <b>Group 2</b> must upload their videos by <b>4/27/18</b>. These videos will be viewed in <b>Lesson P4</b> and discussed on the <b>5/2/18</b> webinar.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>	1 hour
Lesson P4	Begins 4/30/18	Practicum 4 (w/ a Maloriented client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual</a>	1 hour

			<p><b>Action:</b> Review posted student videos from <b>Group 2</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>5/2/18 webinar</b> discussion.</p>	<p><a href="#">Validation Session Summary</a></p>	
Lesson P4 Web	5/2/18 6pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Malorientation from Group 2.</b></p> <p><b>Video supervision and discussion of students' experiences:</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p> <p>Questions and Answers regarding practice.</p> <p>.</p>	Zoom Webinar	1 hour 15 min
Lesson P5	Begins 5/7/18	Practicum 5 (w/ a Maloriented client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form.</p> <p><b>Action:</b> Review posted student videos from <b>Group 3</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>5/16/18 webinar</b> discussion.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p> <p><a href="#">Student Video Evaluation Form</a></p>	1 hour
Lesson P6	Begins 5/14/18	Practicum 6 (w/ a Maloriented client)	<p><b>Action:</b> Watch video 11 (<a href="#">Insert Link Here</a>) clips and note the different ways of ending the sessions. Use the Discussion Board and write 2 different statements you might use to tell your Maloriented client that this is the last time you will meet.</p> <p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p>	1 hour

			the <i>Individual Validation Session Summary</i> form.	<a href="#">Summary</a>	
				<a href="#">Student Video Evaluation Form</a>	
Lesson P6Web	5/16/18 6pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Malorientation from Group 3.</b></p> <p><i>Goal:</i> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p>	Zoom Webinar	1 hour 15 min
Lesson P7	Begins 5/21/18	Practicum 7 (w/ a Maloriented client)	<p><i>Action:</i> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><i>Action:</i> Students in <b>Group 4</b> must upload their Maloriented videos by <b>5/25/18</b>. These videos will be viewed and discussed on the <b>6/6/18 webinar</b>.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>	1 hour
Lesson P8	Begins 5/28/18	Practicum 8 (w/ a Maloriented Client)	<p><b>Final Validation session with client in Malorientation:</b></p> <p><i>Action:</i> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><i>Action:</i> Review posted student videos from <b>Group 4</b> and fill out a <i>Student Video Evaluation Form</i> for each one. These videos will be viewed on the <b>6/6/18 webinar</b>.</p>		
	Begins 6/4/18- 610/18		<b>CATCH UP WEEK</b>		
Lesson P8Web	6/13/18	Webinar	<b>Video supervision and discussion of students' experiences. Review videos of</b>		

			<p><b>clients in Malorientation from Group 4.</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p> <p>Questions and answers regarding practice.</p>	Zoom Webinar	1 hour 15 min
Lesson P9	Begins 6/18/18	Practicum 9 (w/ a Time Confused client)	<p><b>First Validation session with client in Time Confusion:</b></p> <p><b>Ongoing for the next 7 weeks:</b></p> <p><b>Action:</b> Each student will choose a client in Time Confusion and begin weekly Validation sessions. Fill out a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Send Session Summaries to the teacher by the end of each week.</p> <p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Students in <b>Group 1</b> must upload their videos with a time confused elder by <b>6/22/18</b>.</p> <p><b>Action:</b> Students will need to review the <b>Group 1</b> videos by the <b>6/27/17</b> webinar.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p> <p><a href="#">Student Video Evaluation Form</a></p>	1 hour
Lesson P10	Begins 6/25/18	Practicum 10 (w/ a Time Confused client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Students will need to review the <b>Group 1</b> videos by the <b>6/27/17</b> webinar.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p>	1 hour

				<a href="#">Student Video Evaluation Form</a>	
Lesson p10 Web	6/27/18 6pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Time Confusion from Group 1.</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating. Questions and answers regarding practice.</p> <p><b>Action:</b> Students in <b>Group 2</b> must upload their videos of clients in Time Confusion by <b>6/29/18</b> These videos will be viewed in and discussed on the <b>7/11/18</b></p>	Zoom Webinar	1 hour 15 min
Lesson P11	Begins 7/2/18	Practicum 11 (w/ a Time Confused client)	<p><b>Action:</b> Each student will choose a client in Time Confusion and begin weekly Validation sessions. Fill out a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Review posted student videos from <b>Group 2</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>7/11/18 webinar</b> discussion.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>	1 hour
Lesson P12	Begins 7/9/18	Practicum 12 (w/ a Time Confused client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Students in <b>Group 3</b> must upload their videos a time confused elder a by <b>7/13/18</b>. These videos will be viewed and discussed on the <b>7/25/18</b> webinar.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>	1 hour
Lesson P12	7/11/18 6pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Time Confusion from Group 2.</b></p>	Zoom Webinar	1 hour 15 min

Web			<p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p> <p>Questions and answers regarding practice.</p>		
Lesson P13	Begins 7/16/18	Practicum 13 (w/ a Time Confused client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Review posted student videos from <b>Group 3</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>7/25/17 webinar</b> discussion.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p> <p><a href="#">Student Video Evaluation Form</a></p>	1 hour
Lesson P14	Begins 7/23/17	Practicum 14 (w/ a Time Confused client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Students in <b>Group 4</b> must upload their videos a time confused elder a by <b>7/27/18</b></p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p>	1 hour
Lesson P14 Web	7/25/17 6pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Time Confused from Group 3.</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p>	Zoom Webinar	1 hour 15 min

			Questions and answers regarding practice.		
Lesson P15	Begins 7/30/18	Practicum15 (w/ a Time Confused client)	<p><b>Final Validation session with client in Time Confusion:</b></p> <p><i>Action:</i> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><i>Action:</i> Review posted student videos from <b>Group 4</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>8/8/17 webinar</b> discussion.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>	1 hour
	Begins 8/6 - 10/18		<p><b>Catch up week for those who need it.</b></p> <p><i>Action:</i> Review posted student videos from <b>Group 4</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>8/8/18 webinar</b> discussion.</p>		
P15Web	8/8/18	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Time Confused from Group 4</b></p> <p><i>Action:</i> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>  <a href="#">Student Video Evaluation Form</a>	1 hour
6	8/11/18 9a – 5p 8/12/18 9a – 4p	<b>In-Person Training</b>	<p><b>Agenda</b></p> <p><b>Introduction to Phase 3 and 4:</b></p> <ul style="list-style-type: none"> <li>• Demonstration and practice with all techniques used with Phase Three</li> <li>• Demonstration and practice with all techniques used with Phase Four</li> <li>• Role play of sessions</li> </ul> <p>Discuss and practice the case study</p>		14 hours



# Syllabus

Lesson P16	Begins 8/13/18	Practicum16 (pracitum w/ RM client)	<p><b>Ongoing for the next 6 weeks:</b>  <b>First session with a client in Repetitive Motion</b></p> <p><i>Action:</i> Each student will choose a client in Repetitive Motion and begin weekly Validation sessions. Fill out a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms.</p> <p><i>Action:</i> Students in <b>Group 1</b> must upload their videos by <b>8/17/18</b>. These videos will be viewed and discussed on the <b>8/22/18 webinar</b>.</p> <p><i>Action:</i> Over the weekend (<b>8/19-21/18</b>), review posted student videos from <b>Group 1</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>8/22/18 webinar</b> discussion.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p> <p><a href="#">Student Video Evaluation Form</a></p>	1 hour
Lesson P17	Begins 8/20/18	Practicum 17 (w/ a Rep Motion client)	<p><i>Action:</i> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p>	1 hour
Lesson P17 Web	8/22/18 6pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Repetitive Motion from Group 1.</b></p> <p><i>Goal:</i> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p> <p>Questions and answers regarding practice.</p>	Zoom Webinar	1 hour 15 min
Lesson P18	Begins 8/27/18	Practicum 18	<p><i>Action:</i> Continue weekly Validation sessions. Maintain a <i>History and Baseline</i></p>	<p><a href="#">History and Baseline</a></p>	



		(w/ a Rep Motion client)	<p><i>Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Students in <b>Group 2</b> must upload their videos by <b>8/31/18</b>. These videos will be viewed and discussed on the <b>9/12/18 webinar</b>.</p>	<p><a href="#">Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p> <p><a href="#">Student Video Evaluation Form</a></p>	
Lesson P19	Begins 9/3/18	Practicum 19 (w/ a Rep Motion client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms and bring them to the next In-Person Weekend Workshop.</p> <p><b>Action:</b> Review posted student videos from <b>Group 2</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>9/12/18 webinar</b> discussion.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p> <p><a href="#">Student Video Evaluation Form</a></p>	1 hour
Lesson P20	Begins 9/10/18	Practicum 20 (w/ a Rep Motion client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms.</p> <p><b>Action:</b> Students in <b>Group 3</b> must upload their videos by <b>9/14/18</b>. These videos will be viewed and discussed on the <b>9/26/18 webinar</b>.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p>	1 hour
Lesson P20 Web	9/12/18 7pm PT	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Repetitive Motion from Group 2.</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p>	Zoom Webinar	1 hour 15 min

			Questions and answers regarding practice.		
Lesson P21	Begins 9/17/18	Practicum 21 (w/ a Rep Motion client)	<p><b>Final Validation session with client in Repetitive Motion</b></p> <p><b>Action:</b> Each student will choose a client in Vegetation and begin weekly Validation sessions. Fill out a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms.</p> <p><b>Action:</b> Review posted student videos from <b>Group 3</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>9/26/18 webinar</b> discussion.</p>	<p><a href="#">History and Baseline Behavior Form</a></p> <p><a href="#">Individual Validation Session Summary</a></p> <p><a href="#">Student Video Evaluation Form</a></p>	1 hour
	9/24/18		<i>Extra – work on case studies and practicums, video recording</i>		1 hour
Lesson P21 Web	9/26/18	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Repetitive Motion from Group 3.</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session. Students will be able to discuss the difference between interviewing and validating.</p> <p>Questions and answers regarding practice.</p>	Zoom Webinar	1 hour 15 min
	9/24/18 – 10/7/18		<p><b>Action:</b> Students in <b>Group 4</b> must upload their Repetitive Motion videos by <b>9/28/18</b>. These videos will be viewed in and discussed on the <b>10/10/18 webinar</b>.</p> <p><b>Action:</b> Review posted student videos from <b>Group 4</b> and fill out a <i>Student Video Evaluation Form</i> for each one. Retain these forms for the <b>10/10/18 webinar</b> discussion.</p>		

	10/10/18	Webinar	<p><b>Video supervision and discussion of students' experiences. Review videos of clients in Repetitive Motion from Group 4.</b></p> <p><b>Goal:</b> In watching and critiquing each other's videos, students will verbalize a better understanding of what needs to occur in a Validation session, including: using the validating attitude, centering, empathy, calibrating to find the right distance, greeting, using verbal techniques appropriate to the phase, and closing the session.</p> <p>Students will be able to discuss the difference between interviewing and validating.</p> <p>Questions and answers regarding practice.</p>		
6	Begins 10/11/18	Internet Video	<p><b>Theory: Other methods and how they compare to Validation:</b></p> <p>Reality Orientation, Reminiscence, Sensory Stimulation</p> <p><b>Action:</b> Watch Video 33b.</p> <p><b>Action:</b> Download <i>Doc 33b: Review of Knowledge #4</i>. Fill it out and send the completed document to the instructor.</p> <p><b>Action:</b> Practicum as needed</p> <p><b>Action:</b> Students upload Final Practicum videos by <b>11/26/18</b> and send in their Case Studies by <b>12/5/18</b>.</p>	Video 33b Doc 33b	1 hour
Lesson P22	Begins 10/15/18	Practicum 22 (w/ a Vegetative client)	<p><b>Ongoing for the next 5 weeks:</b></p> <p><b>First session with a client in Vegetation</b></p> <p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>	1 hour
Lesson P23	Begins 10/22/18	Practicum 23 (w/ a Vegetative client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual</a>	1 hour

				<a href="#">Validation Session Summary</a>	
Lesson P23 Web	Week of 10/24/18 6pm PT	Webinar	<p><b>Talk about experiences with clients in Vegetation</b></p> <p>Questions and answers regarding practice</p>	Zoom Webinar	1 hour 15 min
Lesson P24	Begins 10/29/18	Practicum 24 (w/ a Vegetative client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>  <a href="#">Student Video Evaluation Form</a>	1 hour
Lesson P25	Begins 11/5/18	Practicum 25 (w/ a Vegetative client)	<p><b>Action:</b> Continue weekly Validation sessions. Maintain a <i>History and Baseline Behavior Form</i> for each client and complete a self-evaluation for each session using the <i>Individual Validation Session Summary</i> form. Retain Session Summary forms.</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual Validation Session Summary</a>  <a href="#">Student Video Evaluation Form</a>	1 hour
Lesson P26	11/12/18 7pm PT	Practicum 26 (w/ a Vegetative)	<p><b>Final Validation session with client in Vegetation:</b></p> <p><b>Action:</b> If you haven't completed at least <b>26</b> sessions, continue weekly Validation. Fill out a <i>History and Baseline Behavior Form</i> for each client and complete a self-</p>	<a href="#">History and Baseline Behavior Form</a>  <a href="#">Individual</a>	1 hour

		client)	evaluation for each session using the <i>Individual Validation Session Summary</i> form. <b>Action: Upload final Practicum Videos by 11/26/18</b>	<a href="#">Validation Session Summary</a> <a href="#">Student Video Evaluation Form</a>	
Lesson P26 Web	11/14/18	Webinar	<b>Talk about experiences with clients in Vegetation</b> Questions and answers regarding practice.	Zoom Webinar	1 hour 15 min
	11/19/18		Extra week to catch up <b>Action: Students upload Final Practicum videos by 11/26/18</b>		
7	11/28/18 6pm PT	Webinar	Questions about the case study and how to do final practicum videos. Coaching session to go over the final evaluation criteria <b>CASE STUDIES DUE 12/5/18</b>	Zoom Webinar	1 hour 15 min
8	Week of 12/12/18 6pm PT	Webinar	<b>Final testing:</b> Practical demonstration of Individual Validation (videos)	Zoom Webinar	1½ hours