Evidence-based Health Promotion Programs for Older Adults  
CHS 283 – Spring Quarter, 2012

General Information  
Dates: April 2 to June 4, 2010 (note exceptions below)  
Time: 12noon to 2:50pm  
Exceptions to class meetings: No class April 16 (alternate assignment) or May 28 (Memorial Day holiday)  
Class location: School of Public Health, Room 41-235  
Instructor: Janet C. Frank, DrPH  
Office: VAMC Bldg 220 Eisenhower Drive, Room 321 (adjacent to Brentwood)  
Email: jcfrank@ucla.edu  
Phone: (310) 312-0531  
Fax: (310) 312-0546  
Office hours: By appointment  
Final exam: No final exam but we may meet during our finals week time slot (June 11-15)

Course Description:  
We will examine the evidence-base of programs to promote healthy aging: prevention, health promotion, disease self-management, and self-care program models. To understand the public health context, importance and opportunity of programs and services that promote healthy aging, we will review the demographics of aging; health, social status and diversity of current and future aged cohorts. We will examine health behavior theories relevant to promoting health for older adults and review public health services, programs and research about health related behaviors of older adults and evidence-based health promotion and disease management (EBHP) programs for older adults.

Course Organization:  
Class sessions will be conducted as a seminar, combining lecture, discussion and interactive exercises. Students are expected to have completed all assigned reading prior to each class session and come to class fully prepared to participate in the discussion. The text book is Motivational Interviewing in Health Care, Stephen Rollnick, W. Miller and C. Butler, 2008. The text will be augmented by book chapters, journal articles and online materials. Reading materials as available will be posted on the Moodle class website. Lecture slides will be posted each week for the following class meeting. There is no opportunity for extra credit.

Learning Objectives and Public Health Competencies:  
To distinguish among the major approaches to studying human behavior (SBS 1)  
To understand the link between health behaviors and morbidity and mortality in the US (PHB 2; PHB 10)  
To gain knowledge on best practices for interventions that target health behaviors, on the individual, group, and community level SBS 6; SBS 7; SBS 8; DC 9; DC 10; P3  
To appreciate the theories that underlie behavioral interventions (SBS 1; CI 4)

Course Requirements and Grading Information:  
1. **Health focused self-Improvement Plan – 10 point maximum (10% of course grade):** Since we will be studying “healthy aging behaviors” and exploring health behavior change programs, each student will identify a personal health improvement goal and a set of activities to reach the goal. We will utilize tools from health behavior change programs and track our personal progress during the quarter. Participation in this activity by applying what we are learning to this personal goal will count for **10% of the course grade.** Please keep your tracking up to date and be ready to discuss progress, barriers and/or insights during class each week.
Complete a health self-assessment: Go to [http://wps.aw.com/bc_donatelle_health_8/](http://wps.aw.com/bc_donatelle_health_8/). Complete the online “How Healthy are You” self-assessment. Click on Chapter 1; then Self-Assessment. In the side bar. Complete for yourself – you do not need to have your assessment e-mailed to me. Email the assessment to yourself or write down your scores. The self-assessment may assist you in identifying a behavior change goal to work on during the class.

2. **Interview assignment – Due April 23 by email; 20 points maximum (20% of course grade):**

   Each student is expected to spend at least 30 minutes interviewing an older person (can be someone you know or a stranger).
   - Interview content should include:
     - What does “being healthy,” mean [to them]?
     - What activities do they do to keep themselves healthy?
       - Have they done these activities all their lives or are these more recent additions?
     - How do they rate their own health?
     - What do they see as their chief medical concern?
       - What do they do to take care of this problem/concern?
       - How comfortable are they in discussing the problem or concern with their physician?
       - Did they (older person and physician) work out a plan for addressing the problem/concern?
     - What advice would they give a young person to stay healthy?

   - Please write up a short (two pages, double spaced maximum) summary of your interview using the outlined questions above; also include the date of the interview, the relationship (if any) with the person interviewed, the length of the interview and identify a key factor you learned in this assignment. Please adhere to length of assignment – information provided in addition to the 2-page limit will not be considered in grading.
    
   - The interview write up is due no later than Monday, April 23 by email at noon or hard copy turned in during class. Twenty percent of the course grade is assigned for the interview and write up. No credit will be provided for work turned in late (late is defined as emails with the attachment posted after noon on April 23).

3. **Kathy Greenlee Visit Activities Write-Up – Due April 30: 5 points maximum (5% of course grade):** Kathy Greenlee, Assistant Secretary for Aging at the U.S. Department of Health and Human Services, will be the UCLA Academic Geriatric Resource Program’s Distinguished Professor on April 17-18th. A series of activities is planned during these days. There will be **NO CLASS on April 16** so you can attend the special lectures and discussions during her visit. A flyer with additional information will be distributed in class.

   Please write a short (one page double spaced) paper describing key points from the lecture/discussion group(s) you attended, background information on Ms. Greenlee, number attending, interesting questions/discussion and what you learned. The write ups are due by email on April 30 by email or hard copy delivered in class. If you submit by email, please turn in my noon on April 30. No credit will be provided for work turned in late (late is defined as email with attachment posted after noon on April 30th or not turned in during class).

4. **Midterm Exam – May 7; 20 points maximum (20% course grade):** Questions will address major key points based on reading and lecture materials. The exam will include short essay and multiple choice questions.

5. **Community-based Clinical Preventive Services (CPS) Environmental Scan – Due May 21: 20 points maximum (20% of course grade):** Please refer to assignment handout. Using criteria identified, each student will produce an annotated bibliography of 3 CPS programs and/or activities

6. **Final EBHP Project – Due June 4: 20 points maximum (20% of course grade).** Each student will develop an evidence-based health promotion/disease management program marketing campaign.
The program focus should address health promotion, prevention or chronic illness self-management behaviors for older adults and may be drawn from the EBHP program lists available at this AOA link: http://www.aoa.gov/AoARoot/AoA_Programs/HPW/Title_IIID/index.aspx or similar program with evidence of benefit for older people.

Program marketing campaign material content should apply behavior change theory and principles and should include:

i. Health behavior or problem/concern addressed (why)
ii. Target population for the program (who)
iii. Recruitment plan for target audience
iv. Evidence base for expected benefits of program (what)
v. A motivational message for recruiting target population
vi. Scheduling/location (addressing access/barriers)
vii. Uniqueness of program and/or innovative program components

The EBHP marketing materials can be developed in any appropriate format (e.g. a flyer, poster, newspaper ad, website). Each student is expected to present the program and marketing plan to class. A Power Point can be used, but is not required.

Your EBHP program marketing campaign materials are due and will be presented during the June 4 class. If we need additional time for the presentations, we will use our time slot reserved for the final exam (week of June 11 – date and time to be announced).

b. In your presentation, please be prepared to (1) describe the reason you chose your program topic (should be a significant behavioral health issue for older adults), (2) present your program overview as outlined in the marketing material, and (3) identify a key factor you learned in this assignment.

c. Twenty percent of the course grade is assigned for the program marketing material and presentation. No credit will be provided for work turned in late.

7. Participation in class discussion – 5 points maximum (5% of course grade): Students are expected to come to class prepared in order to actively participate in class discussions. Five percent of the total grade will be assigned to the discussion component.

a. Attendance: Students are expected to attend the entire class each week. An attendance sign-in sheet will be distributed weekly. While you will not be graded on attendance, missing class will be reflected in your grade for the discussion component. If you are ill or must miss a class for an unavoidable reason, please email me to that effect. Please be courteous and arrive on time.

b. Classroom Behavior Expectations: Please come prepared to actively participate. Please do not engage in internet/email or texting activities during class. These types of multitasking activities deter from your attention and participation. Plagiarism, cheating and other unethical student conduct will result in a grade of F for the class and reporting to authorities per UC policy.

Course Materials: The text for this course is Motivational Interviewing in Health Care by Stephen Rollins, William Miller and Christopher Butler. It is available in the bookstore. The text will be augmented with book chapters, journal articles and web materials about health behavior research and behavior change programs for the elderly. The reading list will be placed on the website with PDF files or links. Please use the library for any required reading that does not have a link available.

Lecture slides will be posted to the course website by Friday of each week for the upcoming class meeting. Please print these out for your use in taking notes. No copies will be provided in class.