Evidence-based Health Promotion Programs for Older Adults
CHS 283 – Spring Quarter, 2011

General Information
Dates: March 28 to June 6, 2010
Time: 1:00 to 3:50pm
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: jcfank@ucla.edu
Phone: (310) 312-0531 FAX: (310) 312-0546
Office hours: By appointment
Final exam: None

Course Description:
We will examine the evidence-base of health behavior programs (EBHP) for the elderly: prevention, health promotion, disease self-management, and self-care program models. To understand the public health context, importance and opportunity of health behavior programs for the elderly, 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 the elderly and review public health programs and research about health related behaviors of older adults and evidence-based health behavior change 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.

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)

The website address is www.ccle.ucla.edu

Course Requirements and Grading Information:

1. Self-Improvement Plan – 10% of course grade: Since we will be studying “healthy aging behaviors” and exploring health behavior change programs, each student will identify a person 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.

2. Interview assignment – Due April 11: 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).
   o 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.

- The interview write up is due no later than Monday, April 11 at noon. You can email the write up to me, or turn in a hard copy at the beginning of 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 (this includes emails with the attachment posted after noon on April 11).

3. **Quizzes – two quizzes at 15% of course grade each:** Two unannounced quizzes on the lecture and reading materials will be given during the quarter. Absent students will be given a make up opportunity to take the quiz. The quiz material will be drawn from major key points that will be both in the readings and emphasized in the course lecture. Fifteen percent of the course grade is assigned for each quiz.

4. **Attendance at one of the UCLA special lectures by national experts – 5% of course grade:** There are 4 opportunities to select from (see flyer) to attend ONE lecture and write up a brief (maximum 1 page double spaced) summary of lecture key points, background information on the lecturer, number attending, interesting questions/discussion and what you learned. The write ups are due by email on June 6th.

5. **Final EBHP Project – 25% of course grade.** Each student will develop an evidence-based health promotion/disease management program for older adults and design a marketing campaign for the program. The program focus should address health promotion, prevention or chronic illness self-management behaviors for older adults.

- Program marketing campaign material content should apply behavior change theory and principles and should include:
  - Health behavior or problem/concern addressed (why)
  - Target population for the program (who)
  - Recruitment plan for target audience
  - Program content (what)
  - Evidence base for expected benefits of program
  - A motivational message for recruiting target population
  - Scheduling/location (access/barriers)
  - 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). Your topic selection for the EBP project and marketing campaign is due in writing at our May 2 class meeting.

- Your EBHP program marketing campaign materials are due and will be presented during the May 23 class meeting. If we need additional time for the presentations, we will use our reserved for the final exam (week of June 6 – date and time to be
o 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.

○ Twenty-five percent of the course grade is assigned for the program marketing material and presentation. No credit will be provided for work turned in late. In addition to an instructor-grading component, students will also participate in grading each other for the project. Guidelines for the student-grading component will be distributed in advance.

5. Participation in class discussion – 10% of course grade: Students are expected to come to class prepared in order to actively participate in class discussions. Ten percent of the total grade will be assigned to the discussion component. The instructor and your fellow students will provide grades for class participation and contribution to meaningful discussion. Guidelines for student grading will be distributed during the second week of class.

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.

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 for most of the assigned readings. 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.
Reading Assignments: Spring Quarter 2011
CHS 283 Evidence-based Health Promotion (EBHP) Programs for Older Adults

Class Session 1 – March 28, 2011: The Demographic Imperative of the Aging Population


Class Session 2 – April 4: Behavior Change Theory and Models for EBHP for Older Adults


Class Session 3 – April 11: National Initiatives in EBHP for Older Adults


Listen to National Council on Aging (NCOA) Online Training Module #2: What is Evidence-based Health Promotion? Available at: http://www.healthyagingprograms.org/content.asp?sectionid=157

Explore Administration on Aging (AoA) website for the Evidence-based Disease and Disability Prevention Program (EBDDDP) that includes a list of websites for approved EBHPs. Available at: http://www.aoa.gov/AoARoot/AoA_Programs/HPW/Evidence_Based/index.aspx.

Review program summaries of EBHPs available at NCOA website:
Reminder: Your interview write up is due today in class.

Class Session 4 – April 18: No Class – Please attend one of the special lectures (see flyer) and write summary (see syllabus)—due June 6th


Class Session 5 – April 25: Chronic Disease Self-Management Programs


Class Session 6 – May 2: Physical Activity and Falls Prevention Programs

Nelson, M.E., Rejeski. Physical Activity Recommendations for Older Adults http://www.acsm.org/AM/Template.cfm?Section=Home_Page&Template=/CM/ContentDisplay.cfm&ContentID=7789


Reminder: Your final project topic are due today in class

Class Session 7 – May 9: Designing and Disseminating Evidence-based Health Promotion Programs


Evidence-based Health Promotion Programs for Older Adults." *Journal of Applied Gerontology*, February 2008.

**Class Session 8 – May 16: Mental Health Interventions and Quality of Life**


**Class Session 9 – May 23: Program Marketing Material Presentations**

Short Presentations by Students; No assigned readings. Program Marketing material due at beginning of class or emailed to instructor by 11:00am.

**Class Session 10 – May 30: No class due to Memorial Day holiday.**

**Finals Week:** There will be no course final – however we may schedule a class during the finals time slot as needed during week of June 6 to complete final project presentations.

Reminder: Your UCLA expert lecture attendance write up is due by email no later than June 6th.