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Office CCB 110
Office Hours:
T 11:30-12:00; 4:30-5:30
R 11:30-12:00

San Jose State University
Multidisciplinary Health Promotion in Later Years
NuFS/Gero 260
Tuesdays 5:30- 8:15 p.m.
CCB 102

Course Description:

Multidisciplinary assessment and planning. Principles of promoting health and preventing disability in later life. Physical, psychological, social, cultural, spiritual, and environmental factors that affect length and quality of life. 3 units

Prerequisites: Biol 66 or Gero 108 or instructor consent.

Course Objectives:

Students will be able to:

- Understand the physiological, psychological, sociological, cultural, spiritual, and environmental factors that affect quality and length of life in older adults.
- Describe ethnogeriatrics and its effect on health promotion in older adults.
- Know resources to provide specific ethnogeriatric information.
- Collaborate within a multidisciplinary health team.
- Perform comprehensive health status and risk assessments on older adults.
- Develop a plan for primary, secondary, and tertiary prevention for select age related diseases and disabilities based on scientific principles.
- Evaluate current research regarding wellness in later life.

Teaching Methods:

The course will be taught by a multidisciplinary team. Approaches will include lecture, discussion, guest speakers, videos, structured team exercises, team presentations, individual projects, and individual presentations.

Textbook:

Haber, D. (2007). Health promotion and aging: Practical Implications for health professionals (4th ed.). New York, NY: Springer.

Online Resources:

Stanford Geriatric Education Center. <http://sgec.stanford.edu/>

Curriculum in Ethnogeriatrics; <http://www.stanford.edu/group/ethnoger/index.html>.

UNIVERSITY POLICIES:

- **ACADEMIC INTEGRITY** (from Office of Student Conduct & Ethical Development). “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.htm>

- **AMERICANS WITH DISABILITIES ACT COMPLIANCE.** “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with The Disability Resource Center (924-6000, located in Adm. 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.”

ASSIGNMENTS:

- Written guidelines for all assignments will be given out in class.
 - All assignments must be in 12 pt., Times New Roman or Geneva font, double spaced.
 - A 10% late penalty will be strictly enforced for all assignments turned in after due date.
 - No late work will be accepted after two weeks of due date.
 - No emailed assignments will be accepted.
 - Written work shall follow the American Psychological Association (APA) Manual, 5th edition. Only original work expressly done for this course will be accepted. Recycled work, pursuant to University Policy, will receive zero points. See University Policy on Academic Integrity (<http://www2.sjsu.edu/senate/S04-12.pdf>)
1. Choose an internet site that addresses a specific health issue directed at older adults (65+). Write a brief abstract and critical analysis of the information presented. Specific guidelines will be provided. (**Due September 9**)

 2. As part of a **multidisciplinary team**: plan and perform a comprehensive geriatric health assessment; then, compose an integrated care plan including primary, secondary, and tertiary preventive measures. An elder volunteer for each team will be provided by class contacts. Each team will present their case study orally in class and submit a “team” written report. Guidelines will be provided. (**Due December 2**)

3. Develop and present an individual health promotion program or product targeted to a specific older adult (65+) audience. Guidelines for needs assessment, project, and evaluation will be provided. **(Due December 9)** Each student must submit a brief written “proposal” **(Due October 14)** identifying the specific target audience, plan for needs assessment, and the health promotion program or product planned. This “proposal” must be approved by instructor.

Evaluation:

• Internet Site Abstract/Critique	10 points	10%
• Team Case Study Oral Presentation	10 points	10%
• Team Case Study Written Assessment /Care Plan	30 points	30%
• Individual Health Promotion Project	40 points	40%
• Final Exam	<u>10 points</u>	<u>10%</u>
	100 points	100%

Grading:

A =	95-100%
A- =	90-94%
B+ =	88-89%
B =	85-87%
B- =	80-84%
C+ =	78-79%
C =	75-77%
C- =	70-74%
D+ =	68-69%
D =	65-67%
D- =	60-64%
F =	59% and below

TENTATIVE COURSE OUTLINE

<u>WK.</u>	<u>TOPIC</u>	<u>READINGS</u>
1) 8/26	Introductions, Greensheet, Internet Assignment Overview of Normal Aging Video Interaction	Handout
2) 9/2	Multidisciplinary “Team” Building Roger Shaff, MPH Health Education Specialist Multidisciplinary “Team” Assignment Discussion: Health Assessments and Care Planning Guidelines “Team” Selection Case Study Elder Volunteers: Class Brainstorming	

- 3) 9/9 Complementary and Alternative Health Practices: Integration in Care Planning
 Esther Johnson, RN
 Integrative Care Director
 Pathways: Home Health, Hospice & Continuous Care
 Text: Ch. 8
- Internet Site Abstract and Critique Due**
- Foundations of Health Promotion
 Primary/Secondary/Tertiary Prevention
 “Individual” Health Promotion Project Discussion
 Assignment Guidelines
 Text: Ch. 1, 2
- 4) 9/16 Ethnogeriatrics
 “Cultural Competence When Working with Older Adults”
 Stanford Geriatric Education Center Faculty Members
 Stanford Geriatric Education Center. [http://sgec.stanford.edu/](http://sgec.stanford.edu/Curriculum%20in%20Ethnogeriatrics)
 Curriculum in Ethnogeriatrics;
<http://www.stanford.edu/group/ethnoger/index.html>
 Text: Ch. 13
- 5) 9/23 Health Promotion: Nutrition and Older Adults
 Caroline Fee, MA
 Nutrition/Food Science Faculty
 Text: Ch. 6, 7
- 6) 9/30 Health Promotion: Physical Activity
 Guest Speaker: Dan McClure, MA
 Fitness and Aging Specialist
 CEO “Generations”
 Text: Ch. 5
- Fall Prevention: Video: Head Over Heels
 Text: Ch. 9
 pp. 322-329
- 7) 10/7 Health Literacy
 Guest Speaker: Nancy Hikoyeda, PhD
 Gerontology Consultant
 Text: Ch.2

- 8) 10/14 Health Promotion: Mental Abilities
Cognitive and Emotional Issues
Jon Rose, PhD, Clinical Psychologist
Palo Alto VA Medical Center
Text: Ch. 11
- Polypharmacy Issues
Text: Ch. 9
pp.316-321
- Written Proposal for Health Promotion
Project Due**
- 9) 10/21 Health Promotion: Social Support
Role of the Social Worker
Guest Speaker: Sadhna Diwan, PhD
Professor, School of Social Work
Text: Ch.10, 12
- 10) 10/28 Health Screening/Assessment
Role of the Nurse
Guest Speaker: Daryl Canham, EdD
Professor School of Nursing Faculty
Text: Ch. 3, 9
- 11) 11/4 Health Promotion: Spirituality
Marita Grudzen, MPH, Associate Director
Stanford Geriatric Education Center
Text: Ch 10
pp. 296-300
- 12) 11/11 Veteran's Day Holiday
- 13) 11/18 **Health Screening/Assessment
of Elder Volunteers**
"Team" Case Study Activity
- 14) 11/25 Team Meetings: Assessment Findings Discussion
and Development of Integrated Care Plans

- 15) 12/2 **“Team” Oral Presentations**
Case Study Assessments/Care Plans
“Team” Written Reports Due
- 16) 12/9 Semester Wrap-up Activities:
Roundtable Discussion of Health Promotion Projects
“Individual” Health Promotion Term Projects Due
- * 12/16 **Tuesday, 5:15 Final Exam**