

Bringing a “Community Wellness Breaks” Program to Low-Income Seniors: Lessons Learned in the Development & Implementation of a New Service-Learning University Course

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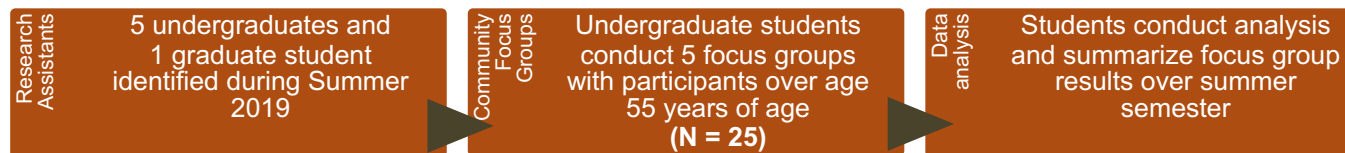
University of Alaska Anchorage

Outline

Needs Assessment
Program Development
Implementation
Evaluation & Results
Lessons Learned
Next Steps

Needs Assessment

- ▶ Graduate student project manager (Mariá)
- ▶ 5 undergraduate student research assistants
- ▶ 5 focus groups (N=25)



- ▶ Research Question:
What health promotion program components will be most successful among low-income older adults in Anchorage?

Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
<ul style="list-style-type: none"> • Several onsite community rooms at <u>Creekview</u> to use for health promotion program • Community has access to exercise bands, tables, chairs, outdoor walking paths, close access to community garden • Resident engagement coordinator for CIHA • 5 student research assistants for summer 2019 focus groups and program development • HS 305 students to deliver program during Fall 2019 • Salvation Army provides congregate meals onsite for lunch everyday • Many residents receive food pantry assistance (monthly boxes) • Many residents qualify for sliding scale fees at YMCA, Senior Ctr, etc. 	<ul style="list-style-type: none"> • Conduct 5 focus groups for ≤ 30 residents at <u>Creekview</u> during July 2019 to determine community needs regarding health, wellness, nutrition, and physical activity info • Student research assistants and faculty advisor design framework for 10-week health education program (Fall 2019) • Work with resident engagement coordinator to create flyers advertising the Fall 2019 CWB program (who, when, where, eligibility, incentives) • Summer RAs draft some health education materials • HS 305 students work with DN and HPER practicum students to finalize materials and manuals for program • Deliver & evaluate program!! 	<ul style="list-style-type: none"> • At least 30 residents at <u>Creekview</u> participate in at least one session of the CWB program (10 total sessions) • Participants are generally satisfied with the CWB program content • Participants indicate they would attend future UAA programs • Participants indicate they would recommend others to attend future UAA programs 	<ul style="list-style-type: none"> • Participants have increased access to information about senior dietary needs, physical activity, and general wellness as they age • Participants in program engage in increased physical activity • Participants increase intake of fruits and vegetables, and make other healthy dietary choices • Participant knowledge of healthy aging and safe practices increases 	<ul style="list-style-type: none"> • Participants engage in health discussions with their neighbors, increasing awareness of healthy aging practices in the whole community • Participants increase their self-efficacy for healthy shopping on a budget • Dietary and exercise changes lead to healthy and safe weight loss for those who could benefit • UAA students continue program past Fall 2019

Program Development

Week 1	What is healthy aging?
Week 2	Physical Activity in Our Community
Week 3	Changing Nutritional Needs as We Age
Week 4	Stress Reduction Techniques
Week 5	Tips for Brain Health
Week 6	Shopping on a Budget
Week 7	Importance of Social Relationships
Week 8	Positive Attitudes
Week 9	Safe, Seated Exercises
Week 10	Staying Engaged in Our Community
program event	<i>Thank you for your participation!</i>

Implementation

Faculty and students from 3 departments created program:

- ▶ Dietetics & Nutrition
- ▶ Population Health Sciences
- ▶ Health, Physical Education & Recreation (Kinesiology)

Embedded project into 3 courses: HS 305, PEP 456, and PEP practicum

Evaluation & Results

students (N=25) residents (N=14)

► Student reflection papers, an interprofessional education (IPE) survey, and participant surveys

1. How to interact with older patients as preparation for their future careers
2. That older people are “not to be feared and can actually be fun to work with”
3. The “geriatric population is growing, we will all work with older patients someday”
4. How to teach the basic principles of movement and stretching, with adaptations
5. Confidence in presenting health promotion lesson plans to groups of people
6. Students also provided valuable feedback on ways to improve the program for the future

Student Feedback

“As a result of this class, I am more confident in my ability to help with older patients in medical school and in my future practice.”

“As a person who had little to no experience with working with older adults, I really enjoyed the interaction with this community and what we did for them in terms of physical activity and education.”

Participant Feedback

“I got to interact with my neighbors and learned that I am loved here.”

“I lost 10 pounds and “graduated” from PT [physical therapy] because of this program!”

“Having fitness and information right here in our building is the most important thing.”

“Don’t change anything, the program is great the way it is!”

Lessons Learned

- ▶ Few undergraduates expect to work with older adults in their future health careers
- ▶ Program success was due to engagement with the needs assessment and enthusiastic students!
- ▶ Students attitudes toward working with older adults in the future have changed
- ▶ Needed even more co-learning opportunities that bring together students in these different departments

Next Steps

- ▶ Program updates and training improvements
- ▶ *NEW CLASS!*
HPER + PHS = COHI 420 *Physical Activity & Aging*
- ▶ Incorporating core competencies from:
 - ▶ Interprofessional Education (IPE) Collaborative (2016)
 - ▶ Gerontology Competencies for Undergraduate and Graduate Education (AGHE)
 - ▶ National Association for Sport and Physical Education

Questions?

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Thank you!