

REQUIREMENTS OF THE COURSE

HLTH 489 – Fall 2005

ADVANCES IN THE ADULT HEALTH & DEVELOPMENT PROGRAM (AHDP)

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Introduction

Prerequisite for this course is receiving an A or B in the Adult Health & Development Program (Hlth. 487). As an experienced or advanced staffer you are expected to apply your insight, knowledge of AHDP theory and practice, and empathy into providing a superior health and well-being experience for your member and documenting it.

The course focuses on leadership development within the AHDP that prepares to staffers to be (1) advanced staffers, or (2) Associate Group Leaders (AGL's).

Concerning eligibility to become an AGL: Advanced staffer must earn an A in the class and show superior leadership qualities and capabilities. Furthermore, students will must be nominated by their group leaders, and passed on by the other group leaders and Associate Directors of the program. If you are an AGL you are expected to demonstrate and document your ability to run a group and supervise staffers.

For the advanced staffer who does not wish to become an AGL, the purpose of this course is to increase your clinical skills by increasing your expertise and knowledge.

The goals of all AHDPs are to:

1. Positively effect the health, sense of well-being, physical activity, and health knowledge status of the older adult.
2. Allow the student and other staffers to learn of aging, old age, history and different cultures in our particular environment.
3. Have the AHDP serve as a catalyst integrating various age, ethnic groups, the University, and community to work toward the common purpose of goals numbers one and two.
4. Contribute to world peace and global cooperation by integrating a variety of individuals into a mutually supportive and purposeful group.
5. Allow the student and other staffers to apply gerontological health theory and research into practice.

6. Have fun!

Keys to the AHDP

The seven keys to the AHDP are:

1. The unique use of physical activities, and health education as a *means* to improving

physical fitness, self-concept, subjective and objective health, sense of well-being, health knowledge, control over one's own health, and friendships.

2. The *special bond* which develops between staffer and member as they work in a **one-to-one relationship** for 9 Saturdays each semester. While the staffer is helpful to the member, the member, in turn, may be helpful to the staffer. *Because of the member's experience he or she may be of help to the staffer in resolving some of his or her problems. Also, the member may serve as a teacher of history (members have **lived through** historical events such as World War I and II, and the Great Depression which are only concepts to younger staffers). Finally, staffers have the opportunity to learn of different cultures and languages.*

3. The *systematic education, training, and supervision of staffers* by “senior staffers,” faculty, AHDP alumni, and experts in their field.

4. Honoring the wishes and expressed needs of the member rather than "telling" him or her what is "best".

5. The *loyalty* of staff and members to the AHDP, and visa versa.

6. An environment of camaraderie, fun, and mutual respect.

7. The 25-30 senior staffers who serve as mentors and supervisors to the staffers, and participate in all administrative aspects of the program in collaboration with the director.

8. The return of a large number of participants (i.e., senior staffers, staffers, faculty and other specialists, and members) who return semester after semester resulting in the transmission of the program's joyous atmosphere, methods, and traditions, that is, culture.

Revisited: The course objectives are to:

- . Train students and volunteers to apply gerontological health and well-being theory and data into practice by working, individually, with an older institutionalized or non-institutionalized adult to positively affect his or her health and well-being.
- . Motivate students to become advocates for improving intergenerational health and well-being, and/or enter gerontological-geriatric professions such as medicine, social work, law, etc.

- . Allow students and volunteers to learn of aging, old age, history and different cultures in our particular environment.
- . Serve as a catalyst bringing together older institutionalized and non-institutionalized adults, staffers, university community, and private and public sectors of the community to work towards common purposes (A and B above).
- . Contribute to peace, social harmony and well-being by bringing people together of diverse backgrounds, ethnic/racial roots, health and well-being and socio-economic status, to enjoy one another while reducing the probability of violence.
- . Positively affect the health, sense of well-being, physical activity status and fitness, and health knowledge of the older adult “member” enabling him to gain greater control over his health and well-being.

Requirements for credit earning students (advanced staffers)(5)

1. Clinical work with member - 50%: Components are as follows:

2. Superior work with member above and beyond that expected of a first semester staffer.
3. Superior contributions and involvement in training sessions
4. Superior ability to translate AHDP theory and methods into practice
5. Superior completion of your member's Individual History Form (IHF) and other data
6. Superior participation with your group and Group Leader(s)(GL) in small group sessions.
7. Life Review Interview (LRI), due on session 6 in Small Group (see below).

Note: Since the clinical is grade is determined primarily by subjective evaluation by your GL/AGL you should insist upon their feedback after the 3rd session with your member and periodically thereafter.

1. **For AGLs only - Instead of clinical work 50% of your grade will be determined by your work with your group, and the AHDP leadership. We are looking for demonstrated creative and proactive leadership ability. This includes**
 2. Proactive assumption of tasks to facilitate and improve the operation of the AHDP
 1. Ability to give feedback to staffers on the basis of observation and evaluation of staffer by the member
 2. Ability to motivate staffers in your group

1. **Quizzes - 10%:** Quizzes are based on material covered in the formal Training Hour, and assigned reading from the Manual. They are administered **promptly** at 8:30 a.m. on Saturdays. Applies to both advanced staffers and AGLs

2. **Attendance and punctuality:** No unexcused absences are allowed. For every unexcused absence one letter grade value will be deducted from the final grade. For example if the student ordinarily would have earned an "A," and had one unexcused absence, his/her grade would be a "B." If he or she had two unexcused absences the final grade would be a "C." Also, arriving late to the AHDP three times deducts one letter grade. Every subsequent late over three deducts another letter grade. Applies to all staff.

3. **The Advance Staffer's Action Paper (ASAP) - 30%: Due on last (9th) session to Dan (Dr. Leviton) in lecture (see below). Paper must be submitted on time. ASAPs will be discarded one week after the graduation date. You have until then to review your grade.* A "C" or lower on the FAP negates an "A" for the course. Advanced and AGLs are responsible for ASAP.**

Paper Requirements

. **Life Review Interview - The LRI is due on session 6 to your group leaders. The LRI will be 3 pages, typewritten, double-spaced, and stapled. You must also submit a copy on a floppy 3_” disk, formatted for WordPerfect for Windows or Word. For Advanced Staffers only**

The purpose of The Life Review Interview (LRI) is allow you to learn from your member keeping in mind that he or she is a repository of *living history*. Thus you are interested in the following questions (these are just samples, and you may come up with your own):

1. What was it like growing up?
2. What historical era and events did you experience? World War I, II, or other wars? The Great Depression? The Holocaust? Jim Crowism or racial prejudice? Immigration? Political oppression and/or revolution?
3. How did you member cope with any of the above?
4. What did you learn from the LRI?

. **The Advance Staffer's Action Paper (ASAP)(25%) - Due on Session 9 to Dan in lecture. The FAP will be between 8-10 pages, typewritten, double-spaced, page-numbered, and stapled. You must also submit a copy on a floppy 3_” disk, formatted for WordPerfect for Windows or Word. Check for viruses.**

The paper should describe your unique action to improve the health and well-being of your member, or in some cases members or older adults in general. For example, focus on your member. Empathize – get inside of your member's head. What motivates him or her to come to the Program? What are his or her fears or anxieties concerning the future? How can you improve his or her health, well-being, and quality of life in or outside of the AHDP? Suppose your member was your parent what would you do? Example: Link your member who does not have health care or prescription coverage with low cost or free plans. Suppose your member is isolated? Link the member to social programs that are long lasting. You may wish to lobby your state or national representatives on legislation. Why not advocate a radio talk show focused on the problems of aging. You need to look at a variety of options to attain your goal. This is exactly how lawyers and physicians are taught to think.

Keep in mind that one of our goals is to educate you to be an advocate to improve the health and well-being of all people especially older adults. Another is to educate you to the application of knowledge in a very practical way.

AGLs should focus on their group and the AHDP at large rather than a member.

The Outline of the ASAP

-) Introduction and Statement of the Problem
 -) include goals and hypotheses
 -) Method (what you did)
 -) Outcome or Results (what happened?)
 -) document quantitatively and/or qualitatively
 -) Discussion
 -) What did you learn from the experience?
 -) What were the implications of your project for members, staffers, the AHDP in general? Can it be included in the structure or training materials of the AHDP?
 -) Are there broader implications, say, for the nation, concerning your project?
 -) References (minimum of 10 to be integrated and cited in your paper). Use any bibliographic style such as the APA Publication Manual.
-) The Preliminary ASAP Plan: 1-2 pages. Submit your ASAP in detail to your Group Leader. The GL will then give you the go ahead or suggest modification. The GL will be looking for creativity and substance. Answer the reporter's questions: What, who, where, how, and when? Specifically you need to address: the problem, how will it be addressed (methodology), expected and possible outcomes, and how it will be evaluated (subjective and/or objective means).

The Format of the AHDP

Staffers and advanced staffers will be trained about AHDP theory and methods to work on an individual basis, as a "friendly coach," with an older adult for 9 consecutive Saturdays preceded by two Saturdays of training. **All potential staffers must take the two Orientation training sessions. If either session is missed the course must be dropped.**

Each Saturday will consist of the phases of: training; activity, health education, and follow-up training.

Final Examination for Advanced Staffers and AGLs (15%)

The Final Take Home Exam will cover material from the quizzes, training lectures, The Manual, and your experience. **Information from the Manual and other sources must be included and cited (this is crucial. 5 or more citations are required).** Date will be announced. In taking all of the above into consideration, **Dan awards the final grade.**

Summary of Grade Determination for Advanced Staffers and AGLs

Since you are experienced more **expert and sophisticated clinical work (50%)** is expected. You are required to take the **quizzes (10%)**, a **final take home exam (15%)**, write the **Preliminary ASAP and the ASAP (25%)**. **Again, your final grade is determined by Dan.**

Appeal of Grade: Students may appeal their grade no later than one week after graduation.

Text: Leviton, D., & Millar, M. (2003/2004). *AHDP Manual for Staffers (6th rev.)*. College Park, MD: University of Maryland. Purchase only the Spring or Fall 2005 version. Purchase at Rm 0127, Reckord Armory.

ALL STUDENTS MUST HAVE A COMPUTER WAM ACCOUNT, AND ACCESS TO A COMPUTER SINCE SOME COMMUNICATION WILL BE BY EMAIL. I will often send messages to the entire class via a “course reflector.” We also have a web page: www.AHDP.org.

AHDP Dates and Reading Assignments for Fall 2005 - reading assignments are to be read by the following dates. Reading assignments are subject to change.

Date	Session	Reading Assignments – Due Dates
Sept 10	Training Day 1	
Sept 17	Training Day 2	
Sept 24	Session 1 First Day Party	Project Proposal Due in Small Group Ch. 1-3, Appendix N
Oct 1	Session 2 Fitness Pre-Test	Ch. 4-5, Appendix J
Oct 8	Session 3	Ch. 6, Appendix D
Oct 15	Session 4	Ch. 7-8, Appendix C, H, I,
Oct 22	Session 5	Appendix G, P, T
Oct 29	Session 6	Appendix B, R; Life Review Interview due to GLs
Nov 5	Session 7	Appendix E, O, Q
Nov 12	Session 8 Fitness Post-Test	Appendix B, T, Review of everything
Nov 19	Session 9 Last Day Party	Program ends; Final Analysis Paper due to Dan

Fall 2005 Schedule

Day 1 Training – 9/10Day

2 Training – 9/17

Session 1 – 9/24 – **First Day Party**

Session 2 – 10/1

Session 3 – 10/8

Session 4 – 10/15

Session 5 – 10/22

Session 6 – 10/29 **LRI due to GLs; Mid-Semester Party**

Session 7 – 11/5

Session 8 – 11/12

Session 9 – 11/19 – **Last Day Party; FAP due to Dan**