



Introducing the “Health Promotion Programs for Older Adults Series” Interactive Training Modules

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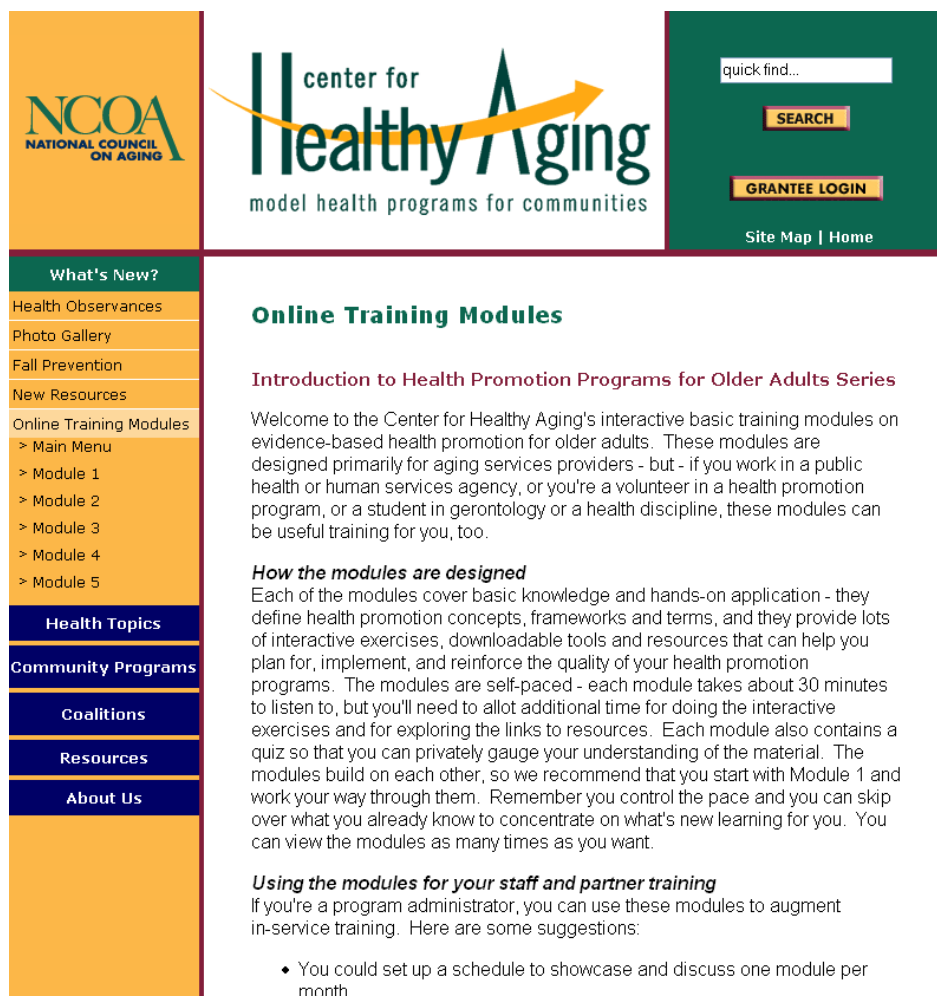
Today's Agenda

A decorative yellow banner with a gradient and abstract geometric patterns. Two large, curved arrows, one light yellow and one dark yellow, point towards the right side of the banner.

- Technical Introduction to Using the Modules
- Q&A
- Intended Audience
- Content overview
- Suggestions on using the modules
- Q&A

Getting to the Modules

www.healthyagingprograms.org



The screenshot shows the website interface for the Center for Healthy Aging. On the left is a vertical navigation menu with orange and blue sections. The top section is orange and contains the NCOA logo and a list of links: What's New?, Health Observances, Photo Gallery, Fall Prevention, New Resources, Online Training Modules (with sub-links for Main Menu, Module 1-5), Health Topics, Community Programs, Coalitions, Resources, and About Us. The right section is blue with links for Coalitions, Resources, and About Us. The main content area has a white background with a green header bar. The header bar contains the Center for Healthy Aging logo, a search box with a 'SEARCH' button, and a 'GRANTEE LOGIN' button. Below the header bar, the 'Online Training Modules' section is displayed, featuring a sub-header for the 'Introduction to Health Promotion Programs for Older Adults Series' and introductory text about the modules. A list of suggestions for using the modules is provided at the bottom.

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Healthy Aging
model health programs for communities

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Online Training Modules

Introduction to Health Promotion Programs for Older Adults Series

Welcome to the Center for Healthy Aging's interactive basic training modules on evidence-based health promotion for older adults. These modules are designed primarily for aging services providers - but - if you work in a public health or human services agency, or you're a volunteer in a health promotion program, or a student in gerontology or a health discipline, these modules can be useful training for you, too.

How the modules are designed
Each of the modules cover basic knowledge and hands-on application - they define health promotion concepts, frameworks and terms, and they provide lots of interactive exercises, downloadable tools and resources that can help you plan for, implement, and reinforce the quality of your health promotion programs. The modules are self-paced - each module takes about 30 minutes to listen to, but you'll need to allot additional time for doing the interactive exercises and for exploring the links to resources. Each module also contains a quiz so that you can privately gauge your understanding of the material. The modules build on each other, so we recommend that you start with Module 1 and work your way through them. Remember you control the pace and you can skip over what you already know to concentrate on what's new learning for you. You can view the modules as many times as you want.

Using the modules for your staff and partner training
If you're a program administrator, you can use these modules to augment in-service training. Here are some suggestions:

- You could set up a schedule to showcase and discuss one module per month

About the Modules



- Designed for aging services providers to help plan for, implement, and improve the quality of your health promotion programs
- Basic knowledge and hands-on application
- Self-paced (approx. 30 minutes)

Computer Requirements



- Computer (PC preferred)
- Speakers are required
- Internet connection: high bandwidth preferred
- Internet browser: Internet Explorer 7 or Firefox 2.0 (or higher)
- Pop-ups must be allowed/Pop-up blocking turned off
- Adobe Flash (7.0 or higher) plug-in installed

Tutorial

Introduction to Health Promotion Programs for Older Adults Series

MAIN MENU

Scroll over each title to view a description

Choose one:

- Tutorial: Introduction to Using the Modules
- Module 1: Making the Case for Health Promotion and Older Adults
- Module 2: What is Evidence-based Health Promotion?
- Module 3: Assuring Program Quality: The Importance of Reach and Adoption
- Module 4: Assuring Program Quality: The Importance of Fidelity
- Module 5: Assuring Program Quality: The Importance of Maintenance

Tutorial

Introduction to Healthy Aging Programs for Older Adults Series

A Tutorial

START ▶

[view tools](#)

[view links](#)

[download text](#)

[series home](#)

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Tutorial

Navigation

- Toolbar
- Menu
- Timing

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Q&A



- Questions about technical aspects of modules?
 - Computer Requirements
 - Layout/Appearance
 - Navigation



The Audience for the Modules

- Aging services providers
 - State level
 - AAA regional level
 - Community aging services level
- Other Community Partners
 - e.g., Public health, Parks and recreation, community services, etc.
 - Service providers, Decision-makers, Funders
- Health professionals, students in gerontology and health-related disciplines

Using the Modules for Training



- Staff in-service training
 - Training for existing staff and orientation of new staff and volunteers
 - Methods
 - Solo - Staff/volunteers review modules on their own
 - Group training
 - Showcase and discuss one module per month
 - Staff first preview the module(s), then lead group discussion to discuss relevance and application to agency

- Training community partners
 - Joint training with your staff
 - Partners only training



Some Other Ways to Use Modules

- Download modules script and customize training
- Download tools and use for planning and evaluation
- Download manuals and reports
- Go to links for additional resources

Content Overview

Introduction to Health Promotion Programs for Older Adults Series

MAIN MENU

Scroll over each title to view a description

Choose one:

- Tutorial: Introduction to Using the Modules
- Module 1: Making the Case for Health Promotion and Older Adults
- Module 2: What is Evidence-based Health Promotion?
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- Module 4: Assuring Program Quality: The Importance of Fidelity
- Module 5: Assuring Program Quality: The Importance of Maintenance

<http://www.healthyagingprograms.org/captivate/mainmenu.htm>

Module 1

Making the Case for Health Promotion and Older Adults

Module 1 in the *Introduction to Health Promotion
Programs for Older Adults* series

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Module 1 Objectives

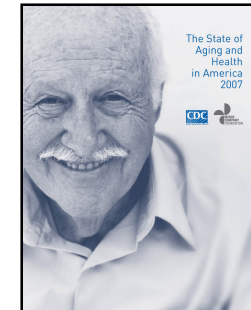


- Identify the health and aging landscape at the national level.
- Compare the national level landscape to your state.
- Identify ways that health promotion makes a difference with older adults.
- Recognize the benefits of evidence-based health promotion programs.

Module 1 Activities, Tools & Resources

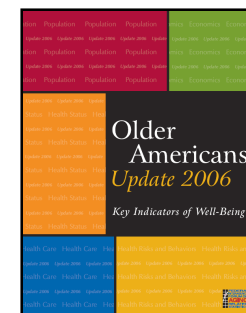
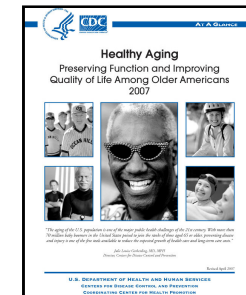
■ Activity

- CDC/Merck Foundation. (2007). *The State of Aging and Health Report*
- Worksheet to compare your state to the nation and to other states in terms of the health of older adults



■ Recommended Reading:

- Centers for Disease Control and Prevention. (2008, January). *Healthy Aging: Preserving Function and Improving Quality of Life Among Older Americans*.
- Federal Interagency Forum on Aging-Related Statistics. (2006, May). *Older Americans Update 2006: Key Indicators of Well-Being*. Washington, DC: U.S. Government Printing Office.



Some ways to use Module 1



- Provide overview of health promotion for older adults
 - With existing staff, new staff, volunteers
 - With potential partners and/or funders
- Build skills for identifying health conditions and risks of older adults in your state
- Identify populations for REACH or REAIM
- Use to create rationale for spending time and resources on planning and implementing health promotion programming

Module 2

What is Evidence-Based Health Promotion? Module 2 in the *Introduction to Health Promotion Programs for Older Adults* series

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Module 2 Objectives



- Define terms related to evidence-based health promotion
- Identify crosscutting strategies of evidence-based health promotion programs
- Compare the advantages and disadvantages of implementing evidence-based health promotion programs
- Identify the components of an evidence-based health promotion program
- Identify resources for finding and implementing evidence-based health promotion programs



Module 2 Activities, Tools and Resources

- Activity
 - Review each of the components of evidence-based health promotion programs using CDSMP as case example - links to CDSMP site
- 13 Links and References
 - General information on evidence-based health promotion
 - Specific information on health promotion programs like CDSMP, Healthy IDEAS, Matter of Balance, Enhanced Fitness, Active Living



Some ways to use Module 2

- Explain what evidence-based health promotion means and distinguishes from other health promotion programming
 - With existing staff, new staff, volunteers
 - With potential partners and/or funders
- Make case for spending time and resources on evidence-based health promotion
- Provides quick links to other evidence-based health promotion programs for older adults
- Get heads up on possible challenges to ebhp programming in terms of staff acceptance and needed resources and plan accordingly

Module 3

Assuring Program Quality: The Importance of Reach and Adoption

Module 3 in the *Introduction to Health Promotion
Programs for Older Adults* series

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Module 3 Objectives

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- Explain the purpose and challenges of assuring program quality
- Identify key components of assuring program quality
- Define Reach and Adoption and explain why they are important in assuring program quality
- Identify tools and resources available

Module 3 Activities, Tools & Resources

■ Activity:

- *Assuring Program Quality: The Importance of Reach and Adoption Planning Worksheet*
 - REACH - questions about participant attendance, demographics and health status
 - ADOPTION - questions about staffing and staff training, type and sufficiency of implementation sites
 - Questions about resources to conduct quality assurance

Module 3 Activities, Tools & Resources Continued



■ Links and References

- Ader, Maj et al . (2001). Quality Indicators for Health Promotion Programmes. *Health Promotion International* 16(2): 187-195.
- Belza, Basia; Toobert, Deborah J.; Glasgow, Russell E. *RE-AIM for Program Planning: Overview and Applications*.
- Kaiser Permanente. (2006). *RE-AIM*. <http://www.re-aim.org/>.
- National Council on the Aging. (2007). *Center for Healthy Aging: model health programs for communities*.

Some ways to use module 3

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- Provide basic explanation of the importance of assuring program and how the REAIM framework can help
 - With existing staff, new staff, volunteers
 - With potential partners and/or funders
- Practice using specific strategies and tools to assure REACH And ADOPTION in planning your ebhp programming within your agency
- Use tools with partners for program planning

Module 4

**Assuring Program Quality:
The Importance of Fidelity**

Module 4 in the *Introduction to Health Promotion
Programs for Older Adults* series

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Center for Healthy Aging

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Module 4 Objectives

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- Define what fidelity means and why it is important
- Explain the five components of assuring fidelity
- Identify challenges to and strategies for conducting evaluation of fidelity components
- Explore resources and tools for assuring fidelity

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Module 4 Activities, Tools & Resources

- Activity

- *Assuring Program Quality: The Importance of Fidelity: Fidelity Monitoring Worksheet*

- Questions related to program design, staff training, program delivery, participant mastery and application to everyday life

Module 4 Activities, Tools & Resources Continued



■ Available Tools

- Medication Management Program Staff Questionnaire
- Partners on the PATH Job Description
- CDSMP Leader Evaluation Checklist
- Living Well With Chronic Conditions Program: Wisconsin's Policies and Procedures
- Partners on the PATH: Workshop Session Fidelity Tool
- Harvest Health CDSMP Monitoring Tool
- Harvest Health Session Attendance Log
- Harvest Health Course Evaluation
- Tip Sheet: Enhancing Response Rates to Questionnaires after Program Completion
- CDSMP Outcomes Survey

Module 4 Activities, Tools & Resources Continued



■ Links and Resources

- Bellg, A .J. et al. (2004). Enhancing Treatment Fidelity in Health Behavior Change Studies: Best Practices and Recommendations From the NIH Behavior Change Consortium. *Health Psychology* 23(5): 443-451.
- Belza, Basia; Casado, Banghwa; Coviak, Cynthia; Frank, Janet; Healy, Tara. (2007, March). *Assuring Treatment Fidelity: Are you Getting the Program You Think You Are?* 2007 ASA-NCOA Conference.
- Center for Healthy Aging. *Maintaining Program Fidelity*.
- Frank, J. C.; Coviak, C. P.; Healy, T. C.; Belza, B.; Casado, B. L. (2008). Addressing Fidelity in Evidence-Based Health Promotion Programs for Older Adults. *Journal of Applied Gerontology* 27(1): 4-33.
- Lorig, Kate; Laurent, Diana. (2007, April). *Evaluating Outcomes*.



Some ways to use Module 4

- Provide basic explanation of the importance of fidelity in assuring program quality
 - With existing staff, new staff, volunteers
 - With potential partners and/or funders
- Practice using specific strategies and tools to assure fidelity as part of IMPLEMENTATION in delivery of your ebhp programs
- Use tools with partners for assuring consistent delivery across settings

Module 5

Assuring Program Quality: The Importance of Maintenance

Module 5 in the *Introduction to Health Promotion Programs for Older Adults* series

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Navigation controls including a play/pause button, a progress bar, and icons for volume, closed captions, and help.

Module 5 Objectives



- Define what MAINTENANCE means and why it is important
- Describe strategies to maintain individual-level benefits
- Describe strategies to maintain organization-level benefits
- Locate tools and online resources for assuring program maintenance

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Module 5 Activities, Tools & Resources

- Activity:

- Assuring Program Quality: The Importance of Maintenance Worksheet
 - *Individual level maintenance* - consideration of outcomes, strategies, tools
 - *Organizational level maintenance* - consideration of strategies for partners, funding, marketing

Module 5 Activities, Tools & Resources Continued



■ Links and References

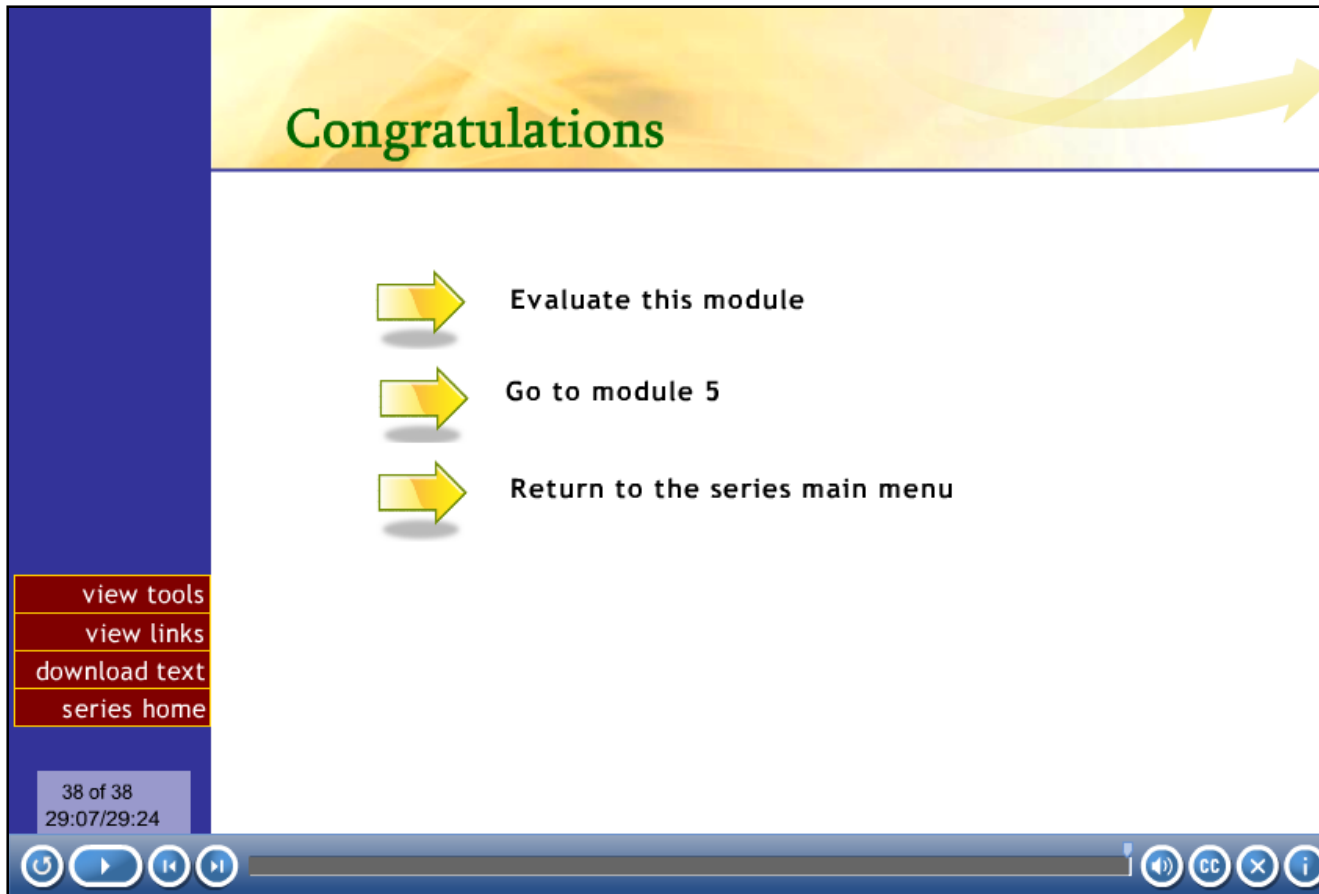
- AoA Grantee Replication Reports (*Partners on the PATH, Harvest Health*)
- NCOA Center for Healthy Aging materials
 - Center for Healthy Aging. (2004). *Partnering to Promote Healthy Aging: Creative Best Practice Community Partnerships*.
 - Center for Healthy Aging. (2006, Summer). *Recruiting Older Adults Into Your Physical Activity Programs*. Issue Brief No. 6.
 - Community Partnerships for Older Adults. (2007). *Community Partnerships for Older Adults*.
 - Gordon, Catherine; Galloway, Tracy. (2007, October). *Financial Sustainability for Evidence-Based Programs: Strategies and Potential Sources of Financing*.
 - Gordon, Catherine; Galloway, Tracy. (2008, January). *Review of Findings on Chronic Disease Self-Management Program (CDSMP) Outcomes: Physical, Emotional & Health-Related Quality of Life, Healthcare Utilization and Costs*.
 - National Council on the Aging. (2007). *Center for Healthy Aging: model health programs for communities*.
- Centers for Disease Control and Prevention. (2008). *Health Marketing*.

Some ways to use Module 5



- Provide basic explanation of MAINTENACE components
 - With existing staff, new staff, volunteers
 - With potential partners and/or funders
- Practice using specific strategies and tools to assure MAINTENACE of delivery of your ebhp programs
- Use tools with partners for planning program sustainability at the ONSET or during program operations

At the end of each module



Congratulations

- ➔ Evaluate this module
- ➔ Go to module 5
- ➔ Return to the series main menu

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Evaluate the modules

This module helped me learn about the following:	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The definition of fidelity and why it is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The five components of assuring fidelity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenges to conducting evaluation of fidelity components.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources and tools for assuring fidelity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your agreement with the following statements:	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The module was easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quiz at the end of the module was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The links to other web sites were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The format of the module (colors, fonts, etc.) was appealing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pace of the module was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Will the information that you learned in this module be useful in your evidence based health promotion efforts? Yes No

If yes, how do you see using this module in those efforts? If no, please explain why it would not be useful.

Other comments:

Tips for Getting the Most Out of the Modules



- Work at your own pace
- Use quizzes to gauge your understanding
- Download the text/slides
- Download the tools/links/resources
 - To help make your case
 - Planning for quality assurance
 - Additional resources to expand training
- Group viewing/discussion
 - Training Sessions
 - Community orientation

Q&A



- Questions about the content of the modules?
 - Interactive activities
 - Links & resources
 - Quizzes



Thank You!

- Announcements