

# REQUIREMENTS OF THE COURSE

HLTH 487 – Fall 2001

THE ADULT HEALTH & DEVELOPMENT PROGRAM (AHDP)

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## Human Cultural Diversity

You have chosen this course as part of your CORE Liberal Arts and Sciences Studies Program, the general education portion of your degree program. CORE Human Cultural Diversity courses are designed to insure that you will examine experiences, perspectives, and values different from those that are dominant in the United States or Europe. A faculty and student committee approved this CORE Human Cultural Diversity course because it will introduce you to ideas and human experiences often overlooked in the curriculum. Please take advantage of the opportunities this course offers you.

## The Course Objectives are to

- A. Train students 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.
- A. 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.
- A. Allow students to learn of aging, old age, history and different cultures in our particular environment.
- A. 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).
- A. 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.

A. 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.

### **The Format of the AHDP**

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.

## Requirements for credit earning students (5)

- A. **Clinical work with member - 60%:** Components are as follows:
- 1 contributions and involvement in training sessions
  - 2 ability to translate AHDP theory and methods into practice
  - 3 completion of your member's Individual History Form (IHF) and other data
  - 4 participation with your group and Group Leader(s)(GL) in small group sessions.
  - 5 Life Review Interview (LRI), due on session ~~5~~6 in Small Group (see below)**
- B. **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.
- C. **Project - 10%:** See the Project Guidelines on Page 5.
- D. **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.
- E. **The Final Analysis Paper (FAP) - 20%: Due on last (9<sup>th</sup>) session to Dan (Dr. Leviton) in lecture (see below). Paper must be submitted on time. FAPs will be discarded one week after the graduation date. You have until then to review your grade.**

### Paper Requirements

**A. 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 3½" disk, formatted for WordPerfect for Windows, version 8.0 or earlier.**

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?

**A. Final Analysis Paper - Due on Session 8-9 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 3½” disk, formatted for WordPerfect for Windows or Word. Check for viruses.**

The paper should integrate theories and other information in The Staffers Manual, and discussed in the Training Sessions. **List these questions to create the format of your paper.**

1. What were the physical activity (including physical fitness), psychological, social (emphasize social integration), medical, and economic status of **your member** upon entering the AHDP? In short, give a good description of your member.
2. How did the member's health, physical fitness, social and psychological well-being change while in the AHDP if at all? **Analyze** how and why.
3. How did you, the staffer, serve as an **agent for change** in your member (if at all)? How did you affect your member? What factors contributed or did not contribute?
4. What did **you learn** as a staffer? Your growth and perception toward aging and old age, attitudes toward older people with special reference to our four groups of members? **Be insightful.**
5. How did the AHDP experience affect, if at all, your **career aspirations**? Do they include being an **advocate for or a professional** working in geriatrics or gerontology? In what ways? If not, say so.
6. How well did the **theory and data** presented in training and your Manual fit with your clinical work with your member? Explain.
7. Evaluate your **group and Group Leader(s)(GLs)**. What made the group and GLs successful or less than successful. Why? How could the group and GLs improve?

8. Evaluate the AHDP as a whole. Compare it to other UMCP experiences. If you suggest that Dan should retire, you fail, and he will see you in summer school! ☺

Be concise – all meat, and no potatoes. I am interested in **insight, analysis and creativity**, and not merely description. Be honest. If any one factor contributes to a grade lower than expected, it is a poor paper. **BE SURE TO FOLLOW THE ABOVE FORMAT FOR THE PAPER!!!**

### **Final Examination**

**At the instructor's discretion a Final Examination may be given. It will be given to Hlth. 489 students**, and cover material from the quizzes, training lectures, The Manual, and your experience - 15%. It is an objective type test. Date will be announced. In taking all of the above into consideration, **Dan awards the final grade.**

**Text:** D. Leviton, J. Kennedy, R. Woodruff & Kathy Like. *The AHDP Manual for Staffers*. **ALL STUDENTS MUST HAVE A COMPUTER WAM ACCOUNT, AND ACCESS TO A COMPUTER SINCE SOME COMMUNICATION WILL BE BY EMAIL.** To access the Hlth. 487 course listing on the web go to: <http://www.courses.umd.edu>. Then click on **Student Resources** and follow the directions. I will often send messages to the entire class via a “course reflector.” We also have a web page: [www.inform.umd.edu/AHDP](http://www.inform.umd.edu/AHDP).

**AHDP Dates and Reading Assignments for Fall 2001 - reading assignments are to be read by the following dates**

<b>Date</b>	<b>Session</b>	<b>Reading Assignments – Due Dates</b>
Sept. 8	Training Day 1	
Sept. 15	Training Day 2	
Sept. 22	Session 1 <b>First Day Party</b>	<b>Project Proposal Due in Small Group</b> pp. 2-14, 71-103
Sept. 29	Session 2 <b>Fitness Pre-Test</b>	pp. 22-71
Oct. 6	Session 3	pp. 103-159
Oct. 13	Session 4	pp. 159-181 <i>including appendix</i>
Oct. 20	Session 5	pp. 35-37, 70-71, 120-121, 125-126, 128-129 <b>Life Review Papers due in Small Group</b>
Oct. 27	Session 6	pp. 107-122
Nov. 3	Session 7	pp. 123-124, 175-181
Nov. 10	Session 8 <b>Fitness Post-Test</b>	Pp. 123-124
Nov. 17	Session 9 <b>Last Day Party</b>	Program ends; <b>Final Analysis Paper due in Lecture</b>

**ADULT HEALTH AND DEVELOPMENT PROGRAM**

Fall 2001 (subject to change)

DATE	STAFF TRNG.	HEALTH ED.	ACTIVITIES
9/8	Orientation	New Member Orientation	
9/15	Orientation	None	
9/22	ACAEM	Introduction and Survey-D. Leviton	First Day Party
9/29	Health and Physical Fitness-D. Leviton Working with Special Populations-Senior Staff	Predictors of Health & Well-being	Match ups; Physical Fitness Testing
10/6	Normal Physiology of Aging-Dr. L. Reed	Fundamentals of Weight Training & Diet Dr. Coke Farmer	
10/13	Cultural Diversity - Sr. Staff	Cultural Diversity - Sr. Staff	
10/20	Medications and the Older Adult - Dr. Nichole Brandt	Medications and the Older Adult - Dr. Nichole Brandt	
10/27	Cognitive Changes in Aging - <del>Dr. Greg Smith</del> <u>TBA</u>	Cognitive Changes in Aging - <del>Dr. Greg Smith</del> <u>TBA</u>	
11/3	Intimacy and Sexuality - D. Leviton	Advocacy for a Healthier & Peaceful World - D. Leviton	
11/10	Disengagement - D. Leviton	What Have You Learned? -	Physical Fitness Testing
11/17	Evaluation; FAP due	D. Leviton  Data Review - D. Leviton	Last Day Party