San Jose State University
Center for Healthy Aging in Multicultural Populations (CHAMP)
Research Symposia Series II

November 4th, 12 pm -1:30 pm
School of Social Work Large Conference Room
(Washington Square Hall, Suite 215)

PRESENTATIONS

Gigi Smith
Assistant Professor, Department of Occupational Therapy
Ethnogeriatric training and its impact on perceived change in cultural competency and behavior of health care professionals

Tamar Semerjian
Associate Professor, Department of Kinesiology
"Active Start in Sunnyvale": The Challenges and Triumphs of Community Partnerships in Grant Development, Exercise Program Implementation, and Research

*Lunch will be provided

Please RSVP to Darlene Miller, Project Assistant, CHAMP at *darmiller@yahoo.com* by Monday, November, 2nd.

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"Active Start in Sunnyvale": The Challenges and Triumphs of Community Partnerships in Grant Development, Exercise Program Implementation, and Research

Tamar Z. Semerjian, Ph. D.

SJSU 1862
KINESIOLOGY

Introduction

- ◉ Wellness By Design Symposium and RFP
- ◉ Decision to partner with City of Sunnyvale

Purposes of the Project

- ◉ To increase physical activity participation among sedentary members of the Sunnyvale Senior Center by using an intervention based on the transtheoretical model
- ◉ Increase number of trained instructors
- ◉ Implement the Active Start program

Purposes of the Project

- ◉ Increase social connections between seniors, community exercise leaders, and university students by creating a welcoming, encouraging, and motivating exercise environment

Transtheoretical model

- Anyone know this one?
  - › Precontemplation
  - › Contemplation
  - › Preparation
  - › Action
  - › Maintenance

Project Goals

- Improve functional fitness
- Improved physical self-perceptions and self-efficacy
- Advance stage of change for exercise

Participants

- New members of the senior center
- 50 years and older
- Center primarily serves Caucasian, Asian (predominantly Chinese and Filipino), East Indian and Hispanic communities
- Recruitment will occur during new member orientations

Methods

- Initial assessments
  - › Informed consent
  - › Exercise Stage of Change (Nigg & Riebe, 2002)

- Exercise intervention
  - › rPAR-Q (Shepard, Thomas, & Weller, 1991)
  - › Exercise Self-Efficacy (McAuley, 1993)
  - › Physical Self-Perception Profile-Adult (Chase, 1991)
  - › Senior Fitness Test (Rikli & Jones, 2001)

Methods

- Dissemination of informational material tailored based on stage of change
- Follow-up assessments at 3 and 6 months for exercisers
  - › Exercise Self-Efficacy
  - › PSPP-A
  - › SFT
- Reassess ESA for all at 6 months

Hypotheses

- Participants will progress in their exercise stage of change after receiving tailored information regarding exercise

- Individuals who participate in the exercise class will demonstrate significant improvements in physical self-perception, exercise self-efficacy, and functional fitness

Challenges and Benefits

- The goal of the funder and the agency was _not_ to further theoretical knowledge and model testing, but rather to enact changes in the community
- The focus for the funder was to increase evidence-based exercise programming in the community
- The focus of the agency was to increase physical activity among the sedentary members of the center

Challenges and Benefits

- The program will likely increase physical activity among the senior center members
- However, it is largely a replication study

Challenges

- Bureaucracy of working with community organizations
- Recruiting and training students when we do not currently have a structure within the university that trains students to teach physical activity to older adults

Benefits & Triumphs

- More effective at securing private foundation funding when working in partnership with communities
  - Benefits of sharing the work of grant writing
  - The community organizations have structures and staff in place to help with the work and implementation of the grant
  - Able to show in-kind support
  - Sustainability of the program

Benefits & Triumphs

- Training students to teach evidence-based exercise programs in the senior center
- Forming partnerships with the community
- Increasing physical activity among older adults by developing a sustainable, culturally relevant, evidence-based exercise program

Closing thoughts

- Partnerships with community organizations have a multitude of benefits:
  - More viable to funding agencies
  - Can result in a long-term positive impact on the community
  - Can lead to further research and funding collaborations
  - Provide networking and job opportunities for students

Closing thoughts

- Partnerships with community organizations can come with a few challenges:
  - Organizational structures and constraints
  - Can limits the type of research done

- The benefits are numerous and likely worth the effort!

Thanks!

Ethnogeriatric Training and its Impact on Perceived Change in Cultural Competency and Behavior of Health Care Professionals

Gigi Smith
Department of Occupational Therapy
Center on Health Aging in Multicultural Populations
Research Symposia II
November 4, 2009

Background & Signficance

‣ Ethnogerontology addresses the study of aging from the perspective of diversity
‣ Ethnogeriatric education seeks to improve knowledge, attitudes and skills of the participants
‣ Cultural competency
‣ Lack of evidence in the literature to support that ethnogeriatric education results in positive effects on the learner, their behavior or skill in working with an elderly, ethnically diverse population

Research Gaps

Lack of research devoted to ethnogerontology & ethnogeriatric education

Lack of evidence in the literature that examines the effectiveness of ethnogeriatric education on changes in participant's knowledge, skills and behavior

Lack of evidence to support positive effects of ethnogeriatric education on older adults from culturally diverse backgrounds

Well's Institutional Model of Cultural Development

‣ Continuum of cultural understanding

Cultural incompetence → cultural knowledge → cultural awareness → cultural sensitivity → cultural competence → cultural proficiency

Cultural competence & proficiency = Behavior Change

Stanford Geriatric Education Center

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Stanford Geriatric
Education Center

Stanford Geriatric Education Center Webinar Series

SGEC & SJSU Collaboration

CURRICULUM IN
ETHNOGERIATRICS

ETHNIC SPECIFIC MODULES

African American	American Indian / Alaska Native
Hispanic / Latino	Asian Indian
Chinese	Filipino
Japanese	Korean
Native Hawaiian/PI	Pakistani
	Southeast Asian

Research Questions

‣ What is the interaction between participation in classroom based ethnogeriatric training & a change in self perception of specific knowledge, skills and attitudes?
‣ What is the association between these self perceived attitudinal changes and a change in behavior in the clinical setting?
‣ What participant demographic characteristics have an influence on (a) changes in self perception of cultural competency & (b) change in behavior?

Method

‣ Secondary data analysis
  ◦ **Stanford Geriatric Education Center**
    · Participant information form
    · Pre-training SGEC Survey Questionnaire
    · Post-training SGEC Survey Questionnaire
    · Action Plan Follow Up Survey

Study Limitations

‣ Secondary Data Analysis Design

Delimination

- Lack of control over follow up process
- Data obtained through follow up survey may not be sufficient to determine if an actual behavior change took place

Potentially Confounding Factors

- Participant's comprehension of the content of the training classes based on education level, prior experience, skill of the instructor, motivation of the participant
- Lack of control of specific content that the individual instructor may have wished to include
- Multiple unrelated factors that may interfere or prevent the participant with following through with a change in behavior

Implications

- Add to the body of literature seeking to understand the efficacy of ethnogeriatric education for health care professionals.
- Provide evidence to contribute to the refinement and further development of ethnogeriatric training programs which lead to the acquisition of knowledge, skills and behavior change in the health care professional and ultimately to improved health outcomes in the elderly, ethnically diverse population.

Thank you!