

CHED SENIOR COMMUNITY-BASED LEARNING PROJECT
The Growing Stronger Program, Penn State Cooperative Extension
Saint Joseph's Employee Health and Information Fair

Fall 2018

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Community-Based Learning (CBL) Senior Project: Your CHED Senior Project is connecting with community through the Growing Stronger Program and Saint Joseph's Center Employee Health and Fitness Fair (20 hours).

1. You will conduct Senior Fitness Testing (Pre/Post), a Health Lesson (1), and Exercise Monitoring Sessions (5) at the Growing Stronger Program.
2. With a group of 2-3 students, you will create and present a health fair station on a topic chosen at the Saint Joseph's Center Employee Health Fair.

Four reflections will be completed using our learning guideline of **Context, Experience, Reflection, Action and Evaluation (see the Reflection outlines included).**

Project responsibilities are incorporated into course content and assignments.

- CBL *Contracts* are due electronically by: Monday, September 10, 2018 @ www.scranton.edu/pcps.
- CBL *Time Sheets* are due to the Course Instructors by: Monday, December 3, 2018.
- CBL *Time Sheets* are due from the Course Instructor to the PCPS Dean's Office by: Wednesday, December 5, 2018.

OUR PRIMARY STAKEHOLDERS:

1. Senior Community Health Education (CHED) Students
2. Penn State Extension of Lackawanna County
3. The Growing Stronger participants (West Side and Abington senior centers)

4. Saint Joseph's Center and its employees
5. The University of Scranton, Community Health Education Program

OUR PROJECT GOAL: To increase the CHED senior students' connection with the older adults in the Scranton Area through supporting the Growing Stronger Program and the employees of the Saint Joseph's Center during the employee health fair. Students assist with implementation of these programs through using professional skills to: 1. Serve as a Health Education Resource Person and 2. Communicate, Promote, and Advocate for Health, Health Education/Promotion and the Profession.

LEARNING OUTCOMES/OBJECTIVES:

Stakeholder 1. SENIOR STUDENTS – COMMUNITY HEALTH EDUCATION PROGRAM

Student Learning Outcome 1.1 Students will develop skills in assessing individual and group health information needs and health risks.

Assessment 1.1

Grade from Lab 1 Quiz (Senior Fitness Test) (formative evaluation)
Reflection on Administering Senior Fitness Testing
Grade on Health Lesson Assignment and Health Fair Station (summative evaluation)

Strategies 1.1 Students will complete a lab activity on the Senior Fitness Test.

Student Learning Outcome 1.2 Students will utilize knowledge and skills of communication methods, strategies and techniques to design and deliver effective health messages.

Strategies 1.2 Students will design and implement a group health lesson during the Growing Stronger Program.

Assessment 1.2

Lab 1 Quiz grade (formal/formative evaluation)
Grades on Health Lesson and Health Station assignments - (formal/summative evaluation)
Motivational Interviewing exercises and lab
CBL reflections

Student Learning Outcome 1.3 Students will be able to tailor communication strategies to the health advocacy (health literacy) needs and preferences of older adults and SJC employees.

Strategies 1.3 Students will participate in health literacy lecture and class activity on using Fry Graph to assess reading level of health topic handouts.

Assessment 1.3

Pre and post Aging Survey results
 Older Adult/Health Literacy class activity (informal/formative assessment)
 CBL reflections
 Completed Fry Graph and results indicated on Health Lesson Diagram
 (formal/summative assessment)

Student Learning Outcome 1.4 Students will be able to conduct health lesson, assessments and monitor sessions using basic MI techniques and tools.

Strategy 1.4 Students will complete MI assignments and activities in the classroom and outside.

Assessment 1.4

Class activities (informal/formative)
 Health lesson and Health Station assignment (formal/summative evaluation)
 Self-assessment of MI skills (formal/summative evaluation)

Stakeholder 2 HEALTH EDUCATORS AT PENN STATE EXTENSION LACKAWANNA COUNTY

Objective 2.1 The Penn State health educators will provide senior fitness testing and results, health lessons and strength training to the Growing Stronger participants.

Strategies 2.1 PSU will organize testing and sessions at senior centers throughout the semester.

Assessment 2.1

of participants tested (formal/summative evaluation)
 # of participants attending sessions
 # of students participating in pre and post fitness testing
 # of health lessons presented by students

Stakeholder 3 GROWING STRONGER PARTICIPANTS

Objective 3.1 Participants will improve aerobic endurance, upper and lower body strength, upper and lower body flexibility, dynamic balance and agility.

Strategy 3.1 Participants will attend two GSP sessions a week for a 6-week period.

Strategy 3.1.1 Participants will increase the intensity/repetitions of each exercise when each exercise becomes easy at the current load.

Assessment 3.1

Participant post-fitness results. (formal/summative)

Participant exercise logs. (formal/formative & summative)

of participants that improve Senior Fitness Testing results. (formal/summative)

of participants that attend at least two GSP sessions a week over the 6-week period.

of participants that complete exercises at least 3 days a week over the 6-week period.

Objective 3.2 Participants will improve health knowledge.

Strategy 3.2 Participates will attend two GSP sessions a week for a 6-week period.

Strategy 3.2.1 Participants will receive a health lesson and handout twice a week for 6-weeks during the GSP.

Assessment 3.2

of participants attending two GSP sessions over 6-week period

of student health lessons

Participant health knowledge survey given by PSU. (formal/summative)

Participant interaction/assessment during student health lessons (informal/formative)

Stakeholder 4 SAINT JOSEPH'S CENTER

Objective 4.1 Provide health stations on health topics identified by Wellness Champions

Strategy 4.1 Students will complete the health station assignment based on evidence-based methods learned in class.

Assessment 4.1 Students will receive a grade for the health station based a rubric
Feedback from SJC wellness committee and wellness champions

Stakeholder 5 SAINT JOSEPH'S CENTER EMPLOYEES

Objective 5.1 Increase the health knowledge of employees who attend the health fair.

Strategy 5.1 Employees will participate in each student health station at the health fair.

Assessment 5.1

of employees that participate in each health station

Assessment results collected at each station.

Stakeholder 6 COMMUNITY HEALTH EDUCATION (CHED) PROGRAM, THE UNIVERSITY OF SCRANTON

Objective 6.1 Increase CHED undergraduate student understanding of their role as a health education/promotion person, commitment to be a "person for others"

Strategy 6.1 Faculty will use CBL project and integrate labs/assignments within CHED 410 course

Assessment 6.1

Class group discussions or activities (informal/formative and summative evaluation)

Reflection journal entries (formal/formative and summative evaluation)

PCPS Senior CBL Essay (formal/summative evaluation)

CHED Program Survey (formal/summative evaluation)

FITNESS TESTING SESSION
REFLECTION Guide

NAME: _____ **SESSION DATE:** _____

SESSION EXPERIENCE:

DESCRIBE the experience in reasonable detail and objectively (do not include your opinion) the session. What facts, concepts or principles were utilized during the session?

ANALYZE EXPERIENCE:

ANALYZE the experience that you described above. How did you react during the session, in your:

- a. Role as a health education/promotion resource person?

- b. Ability to communicate and advocate for health and health education/promotion?

- c. Role as a “person for others” in the community health education profession?

REFLECT ON EXPERIENCE:

- a. How did you feel about the experience?

- b. What knowledge and/or skills did you acquire today?

- c. What did you learn about yourself?

- d. What did you learn about the world and the others around you?

- e. How did you learn from this experience?

- f. What does this experience mean to you? (thoughts, opinions, feelings)

- g. How did this experience shape your attitudes, values and/or beliefs?

ACT ON EXPERIENCE:

- a. What have you decided to do or committed to do in the future, in light of your experience?

- b. Why would you do something differently or not based on your experience?

MONITORING SESSION**REFLECTION Guide**

NAME: _____ **SESSION DATE:** _____

SESSION EXPERIENCE:

DESCRIBE the experience in reasonable detail and objectively (do not include your opinion) the session. What facts, concepts or principles were utilized during the session?

ANALYZE EXPERIENCE:

ANALYZE the experience that you described above. How did you react during the session, in your:

- a. Role as a health education/promotion resource person?

- b. Ability to communicate and advocate for health and health education/promotion?

- c. Role as a “person for others” in the community health education profession?

REFLECT ON EXPERIENCE:

- a. How did you feel about the experience?

- b. What knowledge and/or skills did you acquire today?

- d. What did you learn about yourself?

- e. What did you learn about the world and the others around you?

- f. How did you learn from this experience?

- g. What does this experience mean to you? (thoughts, opinions, feelings)

- h. How did this experience shape your attitudes, values and/or beliefs?

ACT ON EXPERIENCE:

- a. What have you decided to do or committed to do in the future, in light of your experience?

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