

The “10 Keys”™ to Healthy Aging *Instructor Manual*



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**Note to those who will use The “10 Keys”™ to
Healthy Aging Class Resource Guide and/or
The “10 Keys”™ to Healthy Aging Instructor Guide:**

The “10 Keys”™ to Healthy Aging guidelines used throughout this book were developed from evidence-based research in individuals age 65 years and older. With some modifications, the guidelines can be adapted to be proactive to meet the needs of adults age 50 years and older.

The “10 Keys”™ to Healthy Aging Resource Guide contains the most up-to-date prevention guidelines available at the time of publication. We use recommendations with a strong scientific evidence base from leading groups such as the Centers for Disease Control, United States Preventive Services Task Force, and Institute of Medicine to inform our content.

Since science is always changing, we do a complete review of the “10 Keys”™ content on a biannual basis, which includes a detailed review by leading experts in each of the “Key” content areas. Updates with late-breaking prevention news can be found on the CAPH Prevention Research Center website:

<http://www.healthyaging.pitt.edu/home.html>.

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Table of Contents

	<u>Page</u>
Introduction	
• Creating a Healthier Community	i.1
• Instructor Criteria	i.2
• Course Overview	i.3
 Instructor Class Preparation	
• 1-3 Months Prior to Class	1.1
• 2 Weeks Prior to Class	1.2
• 1 Week Prior to Class	1.2
• Day of Class	1.3
• Class Materials, Checklist	1.4
 First Class	
• Instructor Introduction Script	2.1
• Instructor Introduction Script for Students	2.1
• Pre-Course Exam	2.1
• Resource Guide Instructions	2.2
• Prevention In Practice Report	2.3
 Lesson Plan for Each Key (1-10)	3.1

Table of Contents (Cont'd)

	<u>Page</u>
Final Class	
• Post-Course Exam	4.1
• Course Evaluation Form for Students	4.1
• Testimonial	4.2
• Certificates	4.3
 Additional Information	
• Ambassador Certificate Information	5.1
• Ambassador Road Map	5.5
• Working with Groups	5.14
• Preparing for Behavior Change	5.20
• Writing Health Goals	5.38
• Monitoring Your Progress	5.43
 Class Materials, Forms	 6.1

CREATING A HEALTHIER COMMUNITY



The Center for Aging and Population Health’s “10 Keys”™ to Healthy Aging program was funded to improve the health of adults as they age. Ultimately, as individuals become healthier, our community will also be healthier. As we all know, creating a healthier community is no small task and it will take many people, organizations and policy changes to advocate for prevention and to make healthy aging a priority for our nation. You play a vital role in this important process.

The good news is that the timing is right. The “10 Keys”™ to Healthy Aging public health campaign has been well accepted in the community. The enthusiasm and commitment to expand this campaign is growing each day. It is also widely recognized that the medical community cannot commit to prevention without our help. We need you to help prepare or instruct others to take on their new roles as “Health Ambassadors”, or health advocates.

Thank you for your interest in healthy aging and in your willingness to teach what you have learned to others. With your guidance and support, they will, in turn, educate and motivate others to take an active role in their health. Over time, as the group of ambassadors expands, the voice for prevention and healthy aging will grow.

INSTRUCTOR CRITERIA

The success of the “10 Keys”™ to Healthy Aging public health campaign has led to an ongoing need to increase the number of individuals who can teach the “10 Keys”™ curriculum. While this growth is positive, there is a need to develop a comprehensive document that includes guidelines to assist with educational methods to better ensure quality and integrity of the “10 Keys”™ curriculum. As instructors, we are committed not only to teaching about the “10 Keys”™ but more importantly, empowering others to adopt the “10 Keys”™. The more *keys* that are adopted, the healthier the community will become. Creating a healthier community is the *key* to success of this program. It is hoped that **The “10 Keys”™ to Healthy Aging *Instructor Manual*** will accomplish this goal.

We congratulate all of the individuals who have agreed to expand this campaign to establish a strong network of individuals who desire to share their passion, knowledge, and expertise as they educate prospective health ambassadors/advocates in their communities. We appreciate your energy and devotion to building a healthier adult community.

CRITERIA TO BECOME A “10 Keys”™ INSTRUCTOR

- Previous knowledge/understanding of the “10 Keys”™ to Healthy Aging public health campaign and educational program. Visit the website at www.healthyaging.pitt.edu
- Recognize personal “10 Keys”™ risk factors and practice the “10 Keys”™
- Motivated to teach the “10 Keys”™ program in the community.

Individuals taking this course are being prepared to become course instructors for the “10 Keys”™ to Healthy Aging. This instructor manual will build upon their current knowledge and skills to strengthen and empower them to become effective teachers and agents for health change. The outcome of this investment will be that the “10 Keys”™ message will be successfully disseminated in a timely fashion as new instructors initiate additional courses in the community.

As a result of this course, students/instructors will:

1. Empower others by viewing themselves as champions for a healthier community.
2. Share the philosophy of prevention and healthy aging.
3. Facilitate group or individual discussions.
4. Understand the importance of establishing goals as a vehicle to promote behavior change.
5. Believe that it is never too late for people to take better care of themselves.
6. Recognize that lifestyle and habits are responsible for the majority of preventable conditions.

Remember: Don't hesitate to say “I do not know; I will find the answer and get back to you.”

INSTRUCTOR CLASS PREPARATION

1-3 MONTHS PRIOR TO CLASS

Planning: Communication is extremely important!

1. Call to arrange a meeting with the site/facility administrator (workplace, church, community organization, etc.).
2. Inform the site administrator about the “10 Keys”™ to Healthy Aging program.
3. Make sure that the class plans (dates, times, location, site emergency management, etc.) are reviewed and agreed upon.

Marketing: A marketing campaign that is well planned will ensure success.

1. Decide who will do the advertising (instructor or site/facility; where and when).
2. Discuss how the class will be advertised.
3. Flyers should include:
 - The “10 Keys”™ to Healthy Aging program description and registration information.
 - The day of the week and time that the course is offered.
 - The location of the course.
 - The registration instructions.

INSTRUCTOR CLASS PREPARATION

1-3 MONTHS PRIOR TO CLASS (CONT'D)

Program Registration: The motivation of possible participants is crucial. You may build it, but will they come?

Individuals may register by calling the (insert location) at (insert telephone number to call).

Review Materials Ahead of Time for Class Instruction: Students will listen and learn when the instructor is well organized and prepared.

Review all “10 Keys”™ lesson plans.

2 WEEKS PRIOR TO CLASS

Telephone the class site to obtain registration updates.

1 WEEK PRIOR TO CLASS

1. Telephone the class site to obtain the final number of individuals registered for the class.
2. Confirm the date/time/location.
3. Agree upon who should place reminder calls to student enrollees.

INSTRUCTOR CLASS PREPARATION

DAY OF CLASS

1. Arrive 1 hour before the class start time.
2. Check in with the contact person.
3. Arrange seats to face one another (U-shaped).
4. Locate the men's and women's restrooms.
5. Locate the fire exits closest to the classroom.
6. Place instructor's business cards, materials, and handouts on the instructor's desk or table.

INSTRUCTOR CLASS PREPARATION**CLASS MATERIALS, CHECKLIST**

	Week					
	1	2	3	4	5	6
Attendance Sheet	✓	✓	✓	✓	✓	✓
PIP	✓	✓	✓	✓	✓	✓
"10 Keys"™ Brochures	✓	✓	✓	✓	✓	✓
Pens	✓	✓	✓	✓	✓	✓
Instructor Business Cards	✓	✓	✓	✓	✓	✓
Name Tags	✓	✓	✓	✓	✓	✓
Blood Pressure Cards	✓	✓	✓	✓	✓	✓
"10 Keys"™ Wallet Cards	✓	✓	✓	✓	✓	✓
Recruitment Cards	✓	✓	✓	✓	✓	✓
Grocer Cards	✓	✓	✓	✓	✓	✓
Restaurant Cards	✓	✓	✓	✓	✓	✓
"10 Keys"™ to Healthy Aging Resource Guide	✓					
Pre-exam	✓					
Return Pre-exam		✓				
Post-exam						✓
Group Presentation Form						✓
Participant Questionnaire						✓
Testimonial						✓
Certificates						✓

FIRST CLASS

INSTRUCTOR INTRODUCTION SCRIPT

Script: Hello, welcome to the “10 Keys”™ to Healthy Aging course. (Introduce yourself and give a brief description of your interest in sharing the “10 Keys”™ information with others.) My contact information is located on my business card (distribute). I am available during the following hours (state the hours of availability).

Script: I would like to take a moment and review logistical information. The restrooms are located (state the location).

Script (Class guidelines): I ask that you sign the attendance sheet weekly. The assignment sheet and name tag will be located (designate a location). Would someone like to volunteer to remind individuals to sign the attendance sheet and receive a name tag?

INSTRUCTOR INTRODUCTION SCRIPT FOR STUDENTS

Script: Please introduce yourself and tell us a little about you (select from the list of “icebreakers” located in *Working with Groups*, page 5.19 in the Additional Information section).

PRE-COURSE EXAM

Script: One method of measuring how well I present the material to you is by you answering the following questions. I am giving you this exam before the class begins and then again in 6 weeks. (Hand out the pre-course exam. Instructions should include to place student’s name and date at the top of the form.)

Upon collection of the pre-course exam, make sure that the name of each class student is written at the top of each exam.

FIRST CLASS

RESOURCE GUIDE INSTRUCTIONS

After the collection of the pre-exam, distribute *The “10 Keys”™ to Healthy Aging Resource Guide*. The resource guide is issued to all individuals who have enrolled in the class and is designed to enhance learning and to provide material that can easily be shared with others. The resource guide can also be found on the web site at www.healthyaging.pitt.edu.

Script: The resource guide is labeled 1-10. Each section represents a different key. (The instructor takes this time to briefly describe the format of each chapter.)

1. Handout: Each key begins with a double-sided handout. The handout introduces the key, summarizes why the key is important, and explains the disease or condition. The back side of the handout describes actions that can be taken to improve or lower risk. You are strongly encouraged to share these handouts with other people.

Handouts for each key are also available online at www.healthyaging.pitt.edu within the colored CAPH wheel.

2. More Information About: This section provides additional information that will help you to be more informed and knowledgeable about each key. Some chapters do not have this section.

3. Sharing the Wealth on Health: This section provides suggestions and examples of ways that you can share the “10 Keys”™ messages with others.

4. Personal Goals and Action Steps: This worksheet gives you a chance to record your goals and action steps. This process will help you to commit to a specific plan of action.

5. Activities: These assignments can be done in class or at home. They will provide you with the opportunity to practice your new skills.

6. Frequently Asked Questions: This section will summarize questions and answers that may not be discussed during the overview of the key.

FIRST CLASS

PREVENTION IN PRACTICE REPORT

The “10 Keys”™ to Healthy Aging campaign uses risk factor assessment as a simple and useful tool to help individuals learn about their overall health and to help them learn what they can do to lower their risk for disease.

The Prevention In Practice (PIP) report has been designed to involve adults in learning about their personal risk factors and identifying keys that require action. The PIP report includes the five columns described below. Actions or steps (Column 5) that are necessary to improve or lower risk factors are reviewed in the various chapters in this guide.

No. Key	“10 Keys”™ to Healthy Aging	“10 Keys”™ to Healthy Aging Goals	How to talk to your doctor about your health	If action required check box
(1)	(2)	(3)	(4)	(5)

A description of the key

Provides a brief statement or question to help individuals prepare to talk with their physicians

Number of the specific key

The goal for each key. These goals are based upon the most recent scientific/medical information

A check mark indicates that action is required

The key to address first or what plan of action to initiate is a personal decision of the instructor. The important point is that an action plan should be developed. (*Script:* As an enrollee in the “10 Keys”™ course, you will have the opportunity to assess your own “10 Keys”™ areas. Feel free to add your own information to your copy of the report. A complete PIP Report is on the next page. You will receive a copy of the PIP Report to take home and share with your health care provider. This report is an important addition to your medical record.)

You may also be asked to assist others in completing this PIP assessment report. This will help you teach others about the “10 Keys”™.

Prevention In Practice (PIP) Report Guidelines for Age 50 and Over



"10 Keys"™ to Healthy Aging	Center for Aging and Population Health Prevention Research Center Health Goals	How to talk to your doctor about your health	Check Box If Action Needed
1 Lower Systolic Blood Pressure	Under 140 mmHg (Best is <120 mmHg) Know your number, check regularly & record it	What is my blood pressure reading? Help me to get my blood pressure below 140 mmHg.	
2	No Tobacco Use	I am trying to smoke less.	
3	Prostate Specific Antigen In consultation with your physician	What do the results of my PSA test mean?	
	Mammogram (test yearly)	I need a prescription for my mammogram.	
	Pap test & pelvic exam (test every 2 yrs)	I need a Pap smear and pelvic exam.	
4	Colon	I am concerned about colon cancer. I need a prescription for a colonoscopy.	
	Flu shot (yearly) Pneumonia Vaccine (one lifetime shot)	I need a flu shot. Have I ever received a pneumonia shot?	
5	Under 100 mg/dl fasting Know your number & take action if necessary	Do I have diabetes? Help me to get my blood glucose under 100 mg/dl.	
6	Under 100 mg/dl Know your number & take action if necessary	Help me to get my LDL under 100 mg/dl. Can we consider drug therapy?	
7	Moderate activity at least 2 ½ hours per week	I am having difficulty being active because _____.	
8	Get a bone density test and follow up if needed Avoid injury Maintain a healthy weight	I am concerned about bone loss. I need a prescription for a bone density test. I am concerned about falling. I am concerned about my weight.	
9	Participate in conversation or activities with others at least once a week	I don't interact with anyone.	
10	Maintain good mental health	I feel sad most of the time. Can we discuss treatment options?	



Lesson Plan for Each Key

<u>Section Description</u>	<u>Page</u>
Key #1: Lower Systolic Blood Pressure	3.2
Key #2: Stop Smoking	3.6
Key #3: Participate in Cancer Screening	3.10
Key #4: Get Immunized Regularly	3.14
Key #5: Regulate Blood Glucose	3.18
Key #6: Lower LDL Cholesterol	3.22
Key #7: Be Physically Active	3.26
Key #8: Maintain Healthy Bones, Joints & Muscles	3.30
Key #9: Maintain Social Contact	3.34
Key #10: Combat Depression	3.38

KEY #1: LOWER SYSTOLIC BLOOD PRESSURE

Overview

Hypertension is a common and serious medical condition. The focus of this session is to discuss the importance of controlling blood pressure. The instructor will emphasize the importance of knowing one's blood pressure number and learning what can be done to improve or lower it. Students will learn about controllable risk factors that lead to hypertension (HTN), and that HTN is a risk factor for other conditions. They will also learn how sodium affects blood pressure. The importance of sharing blood pressure readings with their physicians is emphasized. The class will review the importance of taking any blood pressure medication as prescribed and will discuss optimal blood pressure levels. The instructor will have the opportunity to role-play a conversation with someone whose blood pressure is not well controlled.

Session Topics

1. Define hypertension.
2. Describe how to measure blood pressure.
3. Identify normal blood pressure.
4. Name the risk factors for high blood pressure.
5. Discuss how to talk with your physician about blood pressure.
6. Name action steps toward healthy lifestyle changes.

KEY #1: LOWER SYSTOLIC BLOOD PRESSURE

Student Objectives

1. Define systolic and diastolic blood pressure.
2. Know your blood pressure and whether action is required.
3. Identify optimal blood pressure levels.
4. Identify three action steps that will decrease blood pressure.
5. List action steps you will take if you need to lower your blood pressure.

Class Activities

1. Identify the sodium content in foods by reading labels.
2. Listen to heart sounds with a stethoscope (if available).
3. Identify arm diameter to determine proper blood pressure cuff size (if tape measures are available).
4. Locate radial pulse and measure for 15 seconds.

Assignment for Next Week

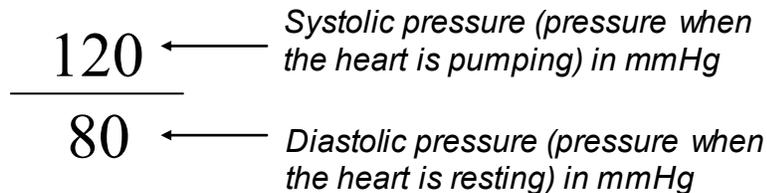
1. Identify community resources that measure blood pressure.
2. Practice discussing what you have learned with a family member or friend .
3. Look in your kitchen cupboard or take a trip to the grocery store. Report back to class with four food items that you discovered were high in sodium.



Lower Systolic Blood Pressure

What is Blood Pressure?

Blood pressure is defined as the force with which blood pumps through the body. High blood pressure, also known as *hypertension*, places an extra burden on your heart and blood vessels.



High blood pressure usually has no symptoms and is often referred to as the silent killer

Hypertension is the Primary Cause of:

**Heart Attack
Stroke
Age-Related Dementia
Memory Loss
Kidney Failure
Congestive Heart Failure**

More than 70% of adults age 60 and over suffer from high blood pressure, making it a very common condition.

National Center for Health Statistics, Trends in Healthy Americans. Health, United States, 2006

Controlling systolic blood pressure is important as we age. The best blood pressure is the level at which your risk is lowest. In adults the ideal systolic pressure is below 120 mmHg.

Risk Factors for High Blood Pressure

- Obesity
- High-Sodium Diet
- Inactivity
- Tobacco Use
- Drinking Alcohol
- Age
- Race
- Heredity

High blood pressure is a serious condition requiring lifelong treatment. It is possible to lower blood pressure with medication and lifestyle changes.

Goal: Lower systolic blood pressure (best is less than 120 mmHg)

Take Action

You can lower
your blood pressure!

Step 1: Know and record your numbers

Monitor your blood pressure over time and **record** your numbers on a wallet card or personal health record. Work to keep your systolic blood pressure below 120 mmHg.

Step 2: Discuss your blood pressure with your doctor

Be Prepared: Know your numbers and always take your records with you to your appointments.

Ask Questions: Ask the doctor to explain your diagnosis and give you specific recommendations for lifestyle changes and medications.

Share Your Point of View: Discuss your concerns and plan of lifestyle changes with your doctor.



Source: ©Microsoft Office
Online, Clip Art, Blood
Pressure Equipment

Step 3: Modify your lifestyle

Maintain a Healthy Weight: If overweight, set a weight loss goal.

Be Physically Active: Engage in at least 30 minutes of physical activity most days of the week.

Follow a Heart Healthy Eating Plan that is low in saturated fat, includes five or more fruits and vegetables, and lower-fat or fat free dairy products.

Reduce Sodium in Your Diet: Choose fewer processed foods and read labels in order to purchase foods with less than 120 mg sodium serving, for a total of less than 1500 mg a day. Taste foods before salting; use herbs and spices to flavor your foods.

Drink Alcohol in Moderation: If you drink alcoholic beverages, limit to one drink a day for women or two drinks a day for men.

Step 4: If medication is prescribed, take it as directed

For the best blood pressure control, combine lifestyle habits and medications. Many individuals will require several different medications to lower blood pressure. Most have few side effects and a number of them are low cost.

Overview

This session reviews the physiological effects of smoking and secondhand smoke. The focus of this session is to acknowledge smoking as an addiction and to identify and support individuals who may be ready to quit smoking. Students will learn to determine the stage of readiness that is necessary to begin the smoking cessation process. The instructor will guide students to encourage smokers to discuss their addiction with their physicians and how to use the local hospital as a resource. The students will also identify other resources in their community.

Session Topics

1. Identify and support individuals who may be ready to stop smoking.
2. Learn about tips to quit smoking.
3. Identify local smoking cessation programs.
4. Identify action steps toward lifestyle changes.

Student Objectives

1. Identify and guide individuals to discuss smoking habits with their physicians.
Discuss local smoking cessation programs if individuals are ready to quit.
2. Identify the benefits of quitting.
3. Learn quit smoking tips.
4. Identify local smoking cessation programs.
5. Ask if you can give advice to the individuals who are not ready to quit. This advice should respect their decision, and allow them to consider quitting in the future.

LESSON PLAN

KEY #2 - STOP SMOKING

Class Activities

1. Role-play, “Are you ready?” Use the ruler to assist in determining the stage of readiness. Please refer to the “10 Keys”™ to Healthy Aging *Resource Guide*, page 2.8.
2. Have students pinch their nostrils and breathe through a straw. This simulates the sensation of chronic lung disease.

Assignment for Next Week

1. Talk to a friend or family member who has been an ex-smoker about his/her cessation experience. Comment on the interview.
2. Identify two smoking cessation programs in your community.

Stop Smoking

There are many different poisons that can be found in cigarettes, such as carbon monoxide, tar, rat poison, paint thinner, and lighter fluid, just to name a few. Any of these toxins, including those from secondhand smoke, can cause a great deal of damage to your body, including your heart, lungs, kidneys, and so forth.

Health Benefits to Quitting

- Better breathing
- Less coughing
- Increased energy
- Improved sex drive
- Reduction in some medications
- Improved taste and smell



Source: ©Microsoft Office
Online, Clip Art, Smoking

Smoking *Increases* Your Risk for:

**Heart Disease
Stroke
Cancer
Breathing Disorders**

Other Reasons to Quit

- Set a better example for others.
- Avoid exposing those around you to secondhand smoke.
- Save money.
- Smell better! Your breath, hair, and clothes will stop smelling like smoke.

It's Not Too Late to Benefit from Quitting!

Are you thinking to yourself, "The damage has been done. Why quit now?" Even after forty or fifty years of smoking, the body can still repair much of the damage from smoking. Studies show benefits to quitting at any age. And you don't have to wait years and years for benefits to begin. Many benefits are noticed in the first year—or even the first month—after quitting.

Take Action

You can stop
smoking!

START Your Tobacco-Free Life Today

Try the **Start** Program developed in collaboration with the Centers for Disease Control and Prevention, National Institutes of Health, National Cancer Institute, Department of Health and Human Services, and USA.gov.

Set a quit date

Tell family, friends and co-workers that you plan to quit

Anticipate and plan for the challenges

Remove tobacco products from your home, car, and work

Talk to your doctor about getting help to quit

For more information or support:
Call 1-800-QUIT-NOW or visit www.smokefree.gov
Centers for Disease Control and Prevention:
http://www.cdc.gov/tobacco/quit_smoking/how_to_quit/index.htm
Quit Smoking Stop: <http://www.quit-smoking-stop.com/>

KEY #3: PARTICIPATE IN CANCER SCREENING

Overview

The focus of this session is to discuss the importance of regular preventative cancer screening. Cancer is one of the leading causes of death among Americans. The students will learn that early detection of cancer will increase the chance of survival. Early detection and screening are important to maintain a good quality of life. Students will learn the recommended screening guidelines that have been developed to detect certain cancers: mammogram, breast exam, fecal occult blood test, sigmoidoscopy, colonoscopy, Pap test, pelvic exam, digital rectal exam, prostate specific antigen, skin exam, and oral exam.

Session Topics

1. Define cancer.
2. Describe why prevention and early detection are key.
3. List the common symptoms of cancer.
4. Identify the recommended screenings and how often you should have them.
5. Discuss action steps toward lifestyle changes.

Student Objectives

1. Define cancer.
2. Describe how early detection of cancer leads to a better quality of life.
3. Describe recommended screenings and screening frequency.
4. Refer individual to discuss unusual signs and symptoms with physician.

KEY #3: PARTICIPATE IN CANCER SCREENING

Student Objectives (Cont'd)

5. Recognize the symptoms that may indicate that a physician referral is necessary.
6. Describe how nutrition, exercise and other behavioral factors contribute to a healthy lifestyle.
7. Determine whether an individual needs to schedule a cancer screening.
8. Develop an action plan that includes either contacting a doctor or scheduling a procedure.

Class Activities

1. Tour a colonoscopy and mammogram center (if possible).
2. View a colonoscopy video (if available).
3. Practice explaining the need for preventative screening to a classmate.

Assignment for Next Week

1. Write down all of the screenings that you have had and include the dates.
2. Interview one friend or family member about the need for preventative screening. Please comment about the interview.



Participate in Cancer Screening

What is Cancer?

The National Cancer Institute defines cancer as “A term for diseases in which abnormal cells divide without control and can invade nearby tissues. Cancer cells can also spread to other parts of the body through the blood and lymph systems.”

(http://www.cancer.gov/Templates/db_alpha.aspx?CdriD=45333)

Take Steps Now to Prevent Cancer

- Schedule an appointment with your doctor to get the prescriptions and referrals you need for cancer screenings.
- Overcome your fear of uncomfortable screenings or your worries about the results by reminding yourself that the earlier cancer is found, the more likely that it can be treated successfully.
- Do not use tobacco products.
- Be physically active—at least 30 minutes a day, most days of the week.
- Choose foods with less animal fat and more fiber.
- Use sunscreen and avoid tanning booths.
- Drink less alcohol—no more than 1 drink a day for women or 2 for men.

Many Cancers Have Warning Signs

The American Cancer Society describes an easy way to look for symptoms of possible cancers using the **CAUTION** program. It is important to know some of the symptoms of different types of cancer. For example, be aware of the following:



Source: ©Microsoft Office Online,
Clip Art, Senior Citizens

- C**.....Change in bowel or bladder habits
- A**.....A sore that does not heal
- U**.....Unusual bleeding or discharge
- T**....Thickening or a lump in any part of the body
- I**.....Indigestion or difficulty swallowing
- O**....Obvious change in a wart or a mole
- N**....Nagging cough or hoarseness

These could suggest cancer but are not diagnostic.
Bring such signs to your doctor’s attention for further evaluation.

<http://www.webmd.com/cancer/understanding-cancer-symptoms>

Take Action Prevent or Detect Cancer Early

Early Detection Can Save Your Life!

Screenings may involve a physical exam, lab tests, or other procedures. **You should always discuss your personal risks for cancer and your need for screenings with your doctor.** Medicare now covers many screening tests. If you feel you are unable to pay for screenings that you need, contact your hospital or a local free clinic to find out about assistance programs.

Site	Recommendation
Colon & Rectum	<p>At the age of 50, request a prescription to see a gastroenterologist and begin screening using one of the following exam schedules:</p> <ul style="list-style-type: none"> • A fecal occult blood test (FOBT) or fecal immunochemical test (FIT) yearly and a flexible sigmoidoscopy every 5 years • A colonoscopy every 10 years <p>If you have an immediate relative diagnosed with colon cancer before age 60 (or two relatives diagnosed at any age), then you should receive a colonoscopy every 5 years beginning at age 40 (or 10 years before the age at which the youngest relative was diagnosed).</p>
Breast (Women)	<p>Yearly mammograms starting at age 40 are highly recommended.</p> <ul style="list-style-type: none"> • To receive a mammogram, request a prescription from your doctor. • Speak to your doctor about regular exams/tests if you have had breast cancer and/or a family history of breast cancer. • A clinical breast exam should be part of your annual health exam.
Uterus & Cervix (Women)	<p>Screenings for cervical cancer (PAP test) should be done every 1-3 years, depending upon your history of abnormal PAP tests and certain risk factors, such as HIV or a weak immune system.</p> <ul style="list-style-type: none"> • If you are 75 or over, you may want to ask your doctors whether stopping cervical exams is appropriate. <p>After menopause, you should ask your doctor about risks for endometrial cancer and report any unexpected bleeding or spotting.</p>
Prostate (Men)	<p>Discuss your prostate cancer risks with your doctor. Screening tests are available, including the Prostate Specific Antigen (PSA) blood test and the digital rectal exam. While many men begin screening at age 50, men with a family history of certain cancers may benefit from screening at an earlier age.</p>

Overview

The focus of this session is to discuss the important role that immunizations play in the prevention of disease. The students will learn some basic facts about influenza and pneumonia, the frequency of immunizations, the value of record keeping, and the importance of good hand washing techniques.

Session Topics

1. Describe important facts about immunizations.
2. Explain the importance of keeping a health record.
3. Define vaccine.
4. Barriers and solutions to immunizations.
5. Action steps toward lifestyle changes.

Student Objectives

1. Explain the term vaccine.
2. Identify the ages and frequencies at which immunizations should be administered.
3. Ask the students whether they need to schedule an immunization and when they will have this completed.

Class Activities

1. Plan for flu vaccines to be given during class at appropriate times of year.
2. Talk about memories of being immunized as children.

Assignment for Next Week

Write down all of the immunizations that you have had and the dates you received the immunizations.

In the United States, influenza is responsible for about 36,000 deaths annually, while pneumonia is responsible for about 40,000 deaths. All adults over 50 are encouraged to be immunized to prevent the flu, pneumonia, and hepatitis B, along with measles, mumps, rubella, tetanus, and diphtheria. (<http://www.cdc.gov/vaccines>)



Source: ©Microsoft Office Online,
Clip Art, Immunizations

Keep a Record

Keeping a personal record of your immunizations is very helpful not only to yourself, but to your doctor as well. Keep a record so you can schedule your immunizations at appropriate intervals.

What is a Vaccine?

A vaccine contains a killed microorganism, usually a virus, that helps the body protect itself against infection. Examples include influenza and pneumonia vaccines. A dead virus cannot cause illness.

During the two weeks after you receive your vaccination, your body produces antibodies for that virus. Antibodies are designed to attack a specific virus.

If you happen to become infected with the live virus, the antibodies will immediately begin attacking it and either you won't get sick, or your symptoms will be very mild. Because it takes time to produce antibodies, you remain unprotected from the virus for the first two weeks after the vaccination.

Since the influenza virus can mutate and change, a yearly shot is needed so that your body has the right antibodies for the new strain of the virus during each flu season.

Take Action

Protect Yourself from Disease

Proper Immunizations are Essential to Healthy Aging

Below are some of the recommended immunizations for adults over 50. You should always discuss your risks for disease and your need for immunizations with your doctor.

Vaccine	Recommendation
Pneumococcal (pneumonia)	<ul style="list-style-type: none">• One dose after age 65 for all adults.• One dose before age 65 if you are at a high risk (have a chronic disease or weakened immune system).
Influenza (Flu)	<ul style="list-style-type: none">• One dose yearly for all adults after age 50.• One dose yearly at any age if you:<ul style="list-style-type: none">• Live in a long-term care facility• Have long-term health problems such as heart disease, diabetes, blood disorders, or kidney disease• Have lowered immune function• Have contact with patients in a healthcare capacity
Tetanus and Diphtheria (TD)	<ul style="list-style-type: none">• One dose every ten years for people of all ages.• Especially important for adults over 65.
Measles, Mumps, Rubella (MMR)	<ul style="list-style-type: none">• One dose in a lifetime.• If you have never had the MMR vaccination or are unsure if you have had it, discuss your risk with your doctor.
Herpes Zoster (shingles) or Varicella (chickenpox)	<ul style="list-style-type: none">• One dose of Herpes Zoster after age 60.• Two doses of Varicella (4-8 weeks apart) after age 50 if you have not had chickenpox or shingles, if you are a healthcare worker, or if you live in an institutional setting.
Hepatitis A	<ul style="list-style-type: none">• Discuss your risk with your healthcare provider.• Requires two doses, 6-12 months apart.
Hepatitis B	<ul style="list-style-type: none">• Discuss your risk with your healthcare provider.• Requires three doses within a six-month period.

<http://www.cdc.gov/vaccines/recs/schedules/adult-schedule.htm#print>

KEY #5: REGULATE BLOOD GLUCOSE

Overview

The focus of this session is to understand the importance of knowing your blood glucose number and of obtaining a yearly medical exam to assess for the early detection of diabetes. The student will understand the definition of pre-diabetes and diabetes and will know the actions necessary to lower the risk of developing diabetes and to prevent the complications of elevated blood glucose.

Session Topics

1. Define blood glucose and diabetes.
2. Describe the types of diabetes.
3. List action steps to prevent diabetes.
4. Name the testing available to diagnose pre-diabetes and diabetes.
5. Discuss preventative care that is available for individuals with diabetes.

Student Objectives

1. Explain the term blood glucose, pre-diabetes and diabetes.
2. Understand when an individual needs to be tested for diabetes.
3. Identify a normal fasting blood glucose level.
4. Identify three action steps to prevent diabetes.
5. Define whether the individual needs to be tested for diabetes and/or needs an action plan to control his/her blood glucose level.

Class Activities

1. Write the actions of the pancreas and of insulin in the body. Use page 5.4 of the *Resource Guide* as a reference.
2. Describe examples of normal portion size.
3. Discuss experiences of what students have learned from individuals with diabetes and its complications.

Assignment for Next Week

1. Identify your last blood glucose reading.
2. List 4 action steps that you can take to prevent type 2 diabetes.

Understanding Blood Glucose and Diabetes

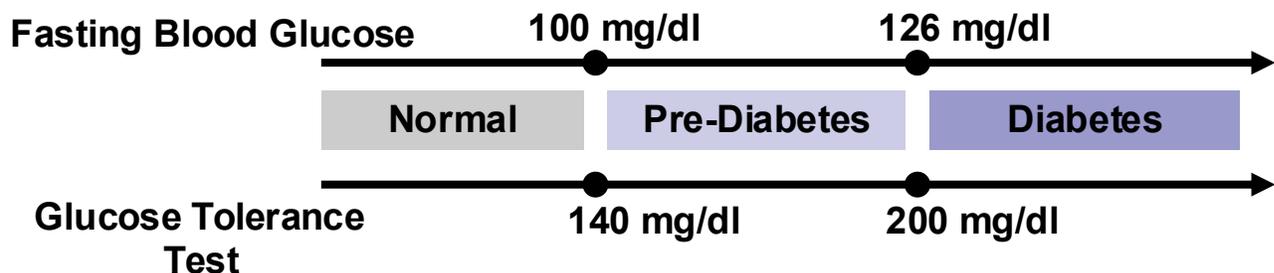
Type 2 diabetes is a disease in which the body does not properly use insulin, a protein in your body that helps you turn food into energy. This leads to a buildup of glucose (sugar) in the blood and causes damage in the body. For people with diabetes, having high blood pressure and/or high cholesterol increase the risk of dangerous complications.

Diabetes *Increases* Your Risk for:

- Heart Disease and Stroke**
- Kidney Disease**
- Blindness**
- Nervous System Disorders**
- Dental Disease**

People can get diabetes at any age. Fortunately, it can be controlled or prevented. Adults age 45 and older should know their blood glucose level and whether or not they have been diagnosed with diabetes.

A simple blood test, called the fasting blood glucose (FBG) test, will tell you if your **glucose levels are too high**. Another test is the glucose tolerance test (GTT), which requires that you drink a sugar solution, followed by a blood test 1-2 hours afterwards.



Pre-diabetes is a condition in which blood glucose levels are greater than 100 mg/dl and less than 126 mg/dl. Pre-diabetics are at increased risk for developing type 2 diabetes and for heart disease and stroke. The good news is if you have pre-diabetes, you can reduce your risk of getting diabetes by lowering your blood glucose levels. This requires modest weight loss and an increase in your level of physical activity.

Goal: Maintain a fasting blood glucose level below 100 mg/dl.

Take Action

Prevent Type 2 Diabetes

It is possible to delay or prevent the development of type 2 diabetes. Understand your risk and take action to keep your fasting blood glucose less than 100 mg/dl. It is also important to keep your systolic blood pressure below 120 mmHg (in people with diabetes, a systolic blood pressure of 130 mmHg is the goal) and your LDL cholesterol less than 100 mg/dl.

Know and Record Your Numbers

If you are **45 or older**, you should have a fasting blood glucose test at least every 3 years. A yearly test during your annual physical exam is preferable.

If you are **overweight**, you should have your blood glucose tested at least once a year, at any age.

If you have any of the **symptoms of diabetes** that are listed here, you should see your doctor immediately to have your blood glucose level tested.

Common Symptoms of Diabetes

- Excessive thirst
- Frequent urination
- Weight loss
- Fatigue
- Skin infections
- Slow-healing cuts/bruises
- Blurred vision

Modify Your Lifestyle

Pre-diabetes is a serious medical condition. You can prevent the development of type 2 diabetes by changing your diet and increasing your level of physical activity. You may even be able to lower your glucose levels to normal.



Source: ©Microsoft Office Online, Clip Art, Vegetables

Maintain a Healthy Weight: Healthy weight is best defined by the Body Mass Index (BMI), which can be estimated by a table of weight and height. A BMI over 30 is too high for older adults.

Follow a Heart Healthy Eating Plan:

- Choose lean meat, fish, and skinless poultry.
- Choose whole grains over processed grains.
- Use nonfat and low fat dairy products.
- Enjoy vegetables daily.
- Decrease portion sizes.

Be Physically Active: At least 30 minutes of activity most days of the week.

Drink Alcohol in Moderation: If you drink, limit to 1 drink a day for women or 2 for men.

Stop Smoking or Using Tobacco

Overview

The focus of the session is to learn that LDL cholesterol is the leading risk factor for heart disease. It will be important to emphasize that because heart disease caused by plaque build-up in the arteries (commonly called “thickening of arteries”) develops over a lifetime, many individuals will require a cholesterol lowering drug in addition to dietary changes to get their LDL level to less than 100 mg/dl. Students will learn about the different types of fat and how they affect cholesterol levels. The students will learn that the body makes all of the cholesterol that it needs. Heredity determines how fast LDL is made by the body and how quickly it is removed from the bloodstream. Reading labels and tips to lower fat and cholesterol intake will also be discussed.

Session Topics

1. Define LDL cholesterol.
2. Identify healthy LDL cholesterol levels.
3. Describe the 4 types of cholesterol.
4. Discuss healthy eating.
5. List action steps on how to lower your LDL cholesterol.

Student Objectives

1. Identify healthy LDL, HDL, and Triglyceride cholesterol levels.
2. Identify three food items high in saturated fat.
3. Identify portion sizes.
4. Determine whether students should take action to lower their LDL levels and whether drug therapy is needed.
5. List 4 action steps that students can take to lower their LDL cholesterol.

Class Activities

1. Review the *Resource Guide*, page 6.4, dedicated to saturated fat on food labels.
2. Plan a healthy meal.

Assignment for Next Week

1. Look in your kitchen for foods with more than 5 grams of saturated fat.
2. List changes you can make in your diet to eat less saturated fat.

Understanding LDL Cholesterol

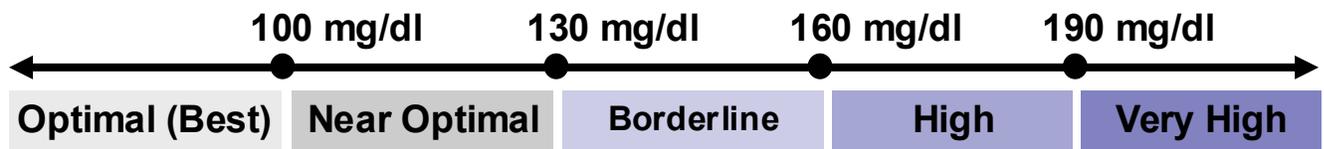
LDL stands for low-density lipoproteins. Lipoproteins are molecules that carry fats around the body. LDL is sometimes referred to as “lousy” or “bad” cholesterol.

A high LDL level places you at increased risk for heart disease and stroke. To know what your LDL cholesterol is, your doctor will order a lipoprotein profile test on a fasting blood sample. Your doctor will use your LDL level to decide on a treatment plan. LDL can be lowered through diet, exercise and medication.



Source: ©Microsoft Office Online, Clip Art, Blood

LDL Cholesterol Levels



Why Does Cholesterol Matter?

When there is too much cholesterol (a fat-like substance) in your blood, cholesterol and other substances build up in the walls of your arteries. When arteries become narrowed by this build up, blood flow to the heart is slowed down.

As we age, most individuals have some narrowing of the arteries. This is serious and treatment that includes a medication to lower cholesterol is often prescribed.

Goal: Maintain an LDL cholesterol level below 100 mg/dl.

Take Action

You Can Lower Your Cholesterol

Know and Record Your Numbers

You should have a fasting cholesterol profile test as part of your annual physical exam. This test, done after a 9-12 hour fast without food or liquids, provides several important numbers, with LDL being the most important. To get your LDL in the healthiest range, you may need treatment that includes medications in addition to lifestyle changes.

Lifestyle Changes to Help Lower LDL Cholesterol

1. Maintain a Healthy Weight: Being overweight is a risk factor for heart disease and may contribute to high cholesterol. Set a weight goal with your healthcare provider.

2. Be Physically Active: Being physically active reduces a person's risk of developing heart disease. Regular physical activity can help raise good cholesterol (HDL) levels and lower LDL levels. Engage in at least 30 minutes of physical activity most days of the week.

3. Follow a Healthy Eating Plan: Saturated fat, trans fat, and cholesterol are in many of the foods that we eat. Too much of these in your diet will raise your blood cholesterol levels.

- Reduce foods with saturated fat and trans fat.
- Eat 5 or more servings of fruits or vegetables a day.
- Choose whole grains over processed grains.
- Choose lower-fat or fat-free dairy products.
- Choose lean meats, fish, and skinless poultry.
- Eat 2 servings per week of fatty fish such as mackerel, salmon, and tuna to increase healthy fats.
- Cut back on snack foods like chips, cookies, and full fat ice cream.



Source: ©Microsoft Office Online, Clip Art, Produce

Medications to Lower LDL Cholesterol

Medications are often necessary to get your LDL cholesterol level below 100 mg/dl. **Lifestyle changes to lower cholesterol are still important even when medications are prescribed.** These changes can reduce the amount of medication that you need to take. This will keep cost and side effects to a minimum. There are several types of medications available that work well and that are safe. Talk with your healthcare provider to decide which treatments are right for you.

KEY #7: BE PHYSICALLY ACTIVE

Overview

The focus of this session is to discuss the importance of regular physical activity. Students will understand that physical activity can be fun and should be a part of everyday life. Students will learn to recognize their own levels of physical activity. Through interactive class activities and home assignments, students will learn about motivational techniques that can be helpful in overcoming some common barriers to exercise.

Session Topics

1. Describe what is meant by regular physical activity.
2. Describe how to exercise safely.
3. Evaluate current activity levels and identify activity goals.
4. Identify common barriers to activity.
5. Review the value of recording activity.

Student Objectives

1. Describe what is meant by regular physical activity.
2. List 3 benefits of exercise.
3. Identify current physical activity level and physical activity goals.
4. Name action responses to the frequent barriers to physical activity.
5. Determine whether the student needs more activity.
6. Identify action steps for getting started.

Class Activities

1. Discuss present level of physical activity.
2. Identify and share a short term goal to enhance the present activity level.
3. Role-play “active responses” to the common physical activity barriers (optional).

Assignment for Next Week

1. Create a list of physical activities that meet the following categories:
Strength, Endurance, Balance and Flexibility.
2. Write a brief (10-minute) daily physical activity routine.
3. Once you have committed to the 10-minute plan, write a plan to maintain the activity.
4. Keep track of your activity on the activity log.

It's Never Too Late to Start!

Regular physical activity is an important component in healthy aging. It has been proven that regular activity is very beneficial to our health as we age. Physical activity can improve the condition of certain diseases and, in some cases, can even prevent them. Anyone at any age can do some type of activity to improve his or her health. **Always check with your doctor before you start a new physical activity routine.**



*Source: ©Microsoft Office Online,
Clip Art, Running Shoes*

Why Should You Be Active?

- Maintain ability to live independently
- Improve muscular strength and endurance
- Improve balance, coordination, and flexibility
- Manage stress
- Increase heart and lung strength
- Improve immune function
- Reduce blood pressure
- Improve sleep
- Increase energy

Exercise Safely

- Increase your activity level slowly, especially if you haven't been active in a while.
- Warm up before and cool down after you are physically active.
- Drink plenty of fluids no matter what time of the year it is.
- In the winter, be active during the warmest part of the day and dress in layers. In the summer, wear light clothing and be active during the coolest times of day. An umbrella can be useful in winter as a walking stick and in the summer to shade your body. Hats and sunscreen are recommended in all seasons. If the weather quality outside is poor, be active indoors.
- Wear appropriate shoes. It's better to spend a little more on athletic shoes than to have to pay the doctor for foot problems.
- Carry identification and a cell phone with you in case you need help when you are exercising alone.

Take Action

Increasing Activity Will Improve Your Health

Plan Your Exercise Program

The American College of Sports Medicine recommends the following when you adopt an exercise program. Check with your doctor before you begin.

Frequency (How often are you active?)

- Try to be active on most days of the week (at least 5 days/week).
- If you are not currently active, start with 1 or 2 days and increase slowly.

Intensity (How hard are you working while being active?)

- You should feel slightly sweaty; it's a sign of a good workout!
- At a good intensity of activity, you should be out of breath enough that you can talk, but not sing.

Time

- Stay active for at least 10 minutes at a time. Three 10-minute workouts are equal to one 30-minute workout. The key is to keep moving!
- Slowly increase to at least 20-30 minutes a day, working your way up to around 2.5 to 3 hours/week.

Type of Activity

- Change your types of activities throughout the week to increase your overall health and prevent boredom with your routine.

Tips for Getting Started

Set a goal: Think of short- and long-term goals and write them down. Track your progress in an activity log.

Find the time: Set aside one 30-minute block, or two 15-minute blocks a day to be active.

Turn inactive time into active time: Be active while you watch TV by stretching or doing small chores.

Find an activity buddy: It can help to be accountable to someone else, and for him or her to be accountable to you!

Reward yourself: Place a dollar into a jar after every workout and then treat yourself to something nice every month, like a movie, a night out, or a new pair of tennis shoes!

Make it fun: You'll continue being active if you enjoy it. Find a motivating exercise video, a fun place to walk, or some great music to accompany you.



Source: ©Microsoft Office Online, Clip Art, Notebook

KEY #8: MAINTAIN HEALTHY BONES, JOINTS & MUSCLES

Overview

The focus of this session is to discuss the importance of healthy bones, joints and muscles in the body. This section differs from the others in that it consists of three distinct subsections (8a. Bones; 8b. Joints; 8c. Muscles).

Visual aides assist in demonstrating bone anatomy and bone remodeling. The student will learn that it is never too late to start promoting good bone, joint and muscle health. The class will learn the definition of osteopenia, osteoporosis, osteoarthritis and sarcopenia. Students will learn about the importance of calcium, vitamin D and physical activity to maintain bone, joint and muscle health.

Research has shown that strengthening exercises are both safe and effective for women and men of all ages. The benefits of strength and resistance training and the prevention of falls will be discussed.

Session Topics

1. Define osteopenia, osteoporosis, osteoarthritis and sarcopenia.
2. Identify risk factors for osteoporosis, osteoarthritis and muscle weakness.
3. Define the purpose of bone density screening and the FRAX® test.
4. Identify nutrients involved in bone and joint health.
5. Describe the benefits of resistance and weight training for healthy bones, joints and muscles.
6. Describe measures to prevent falls.

Student Objectives

1. Identify the importance of a bone density test and FRAX® test.
2. Learn about the importance of calcium, vitamin D, and physical activity.
3. List action steps that you can take to maintain bone, joint and muscle health.
4. List action steps to prevent falls in your home.

Class Activities

1. Bone density screening tour (when available).
2. Small group planning of daily nutritional needs and muscle strengthening needs.

Assignment for Next Week

1. Look in your kitchen and identify foods that are high in calcium and vitamin D.
2. Walk through your home, room-to-room, and identify fall and injury risks.



Maintain Healthy Bones, Joints & Muscles

Healthy Bones, Joints and Muscles

Our bodies need healthy bones, joints and muscles to let us stay active and protect us from injury. Each has a role in allowing the body to move. Bones store important minerals that our body needs. They also support our body and protect our organs. Joints provide flexibility and motion. Muscles support our bones and joints.

**Bone Loss,
Osteoarthritis, and
Muscle Weakness
Increase Your Risk for:**

**Disability
Pain
Loss of Independence
Deformity
Death**

It is never too late to improve the health of your bones, joints and muscles. By exercising regularly and maintaining a healthy weight, we can delay or even prevent conditions that damage our bones, joints and muscles as we age.

More Information About Osteoporosis

8a: What is Osteoporosis?

As we get older, the amount of minerals in our bones decreases. If we lose too much calcium, we may develop osteoporosis, a disease that results in a loss of bone strength and high potential for fractures.

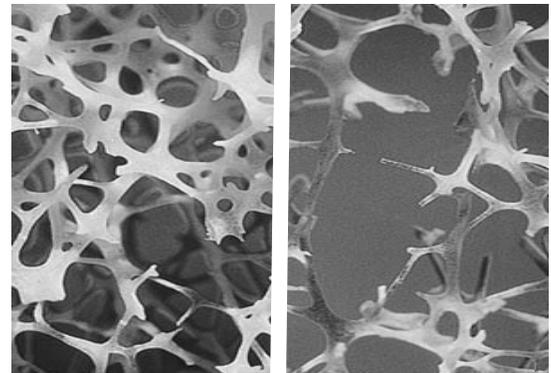
Osteoporosis is known as a “silent” disease because it has no obvious symptoms. If you are diagnosed with osteoporosis, several treatment options are available to manage the disease and reduce further bone loss, but there is no cure at this time.

50% of women and 25% of men over age 50 will suffer an osteoporosis-related fracture.

Source: U.S. National Library of Medicine and the National Institutes of Health; Medline Plus

Risk Factors for Osteoporosis

Age
Inactive lifestyle
Low-calcium diet
Cigarette smoking
Excessive alcohol use
Past history of a fracture
Thin or small body frame
Family history
Being female and post-menopausal



Normal Bone

Osteoporotic Bone

Picture courtesy of the International Osteoporosis Foundation, 2007

GOAL: Prevent bone loss.

Take Action

Keep Your Bones, Joints & Muscles Healthy

Six Steps You Can Take Today to Keep Your Bones Healthy

1. Ask your doctor for a bone density test.
2. Manage your weight.
3. Talk to your doctor about taking calcium and vitamin D supplements.
 - The recommended level of calcium is 1200 mg a day.
 - The recommended level of vitamin D is 600 IU a day for those age 51-70, and 800 IU a day for those age 71 and older.
4. Participate regularly in weight-bearing, strength-building and stretching activities.
5. Avoid behaviors that put you at risk for falls.
6. Calculate your FRAX® score (see page 8.17 for more information)

Having a bone density test is important because bone mineral density is the best predictor of fracture risk

Things You Can Do To Prevent Falls



Source: ©Microsoft Office
Online, Clip Art, Hat

Lights: Keep hallways, stairs, and rooms well lit. Put night lights in hallways, bedrooms, and bathrooms, and keep a flashlight next to your bed.

Stairs: Cover stairs with a non-slip surface. Make sure the handrails are sturdy.

Kitchen: Keep items you use regularly on a low shelf. Use a stable step stool to reach items on higher shelves.

Bathroom: Handrails beside the bathtub, toilet, and shower can provide extra support. A rubber mat in the bathtub can prevent slipping.

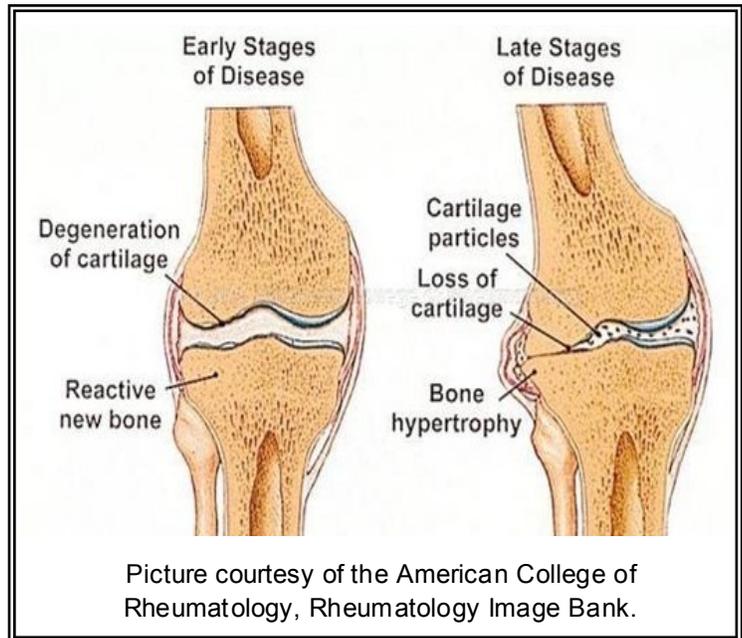
Floors: Avoid throw rugs, tack down carpet edges, use nonskid wax on floors, and remove electrical cords from well-used areas.

More Information About Osteoarthritis

8b: What is Osteoarthritis?

Osteoarthritis is also called degenerative arthritis or degenerative joint disease. It is a chronic condition resulting from loss of cartilage, which cushions the joint (where two or more bones come together). Eventually, the loss of cartilage can result in pain, stiffness and loss of motion.

Pain and stiffness are worse with excessive activity, but also increase after a long period of inactivity, such as riding in a car.



More than 50% of adults over age 65 suffer from osteoarthritis.

Source: <http://emedicine.medscape.com/article/330487-overview>

Risk Factors for Osteoarthritis

Age
Inactive lifestyle
Overweight/Obese
Joint Injuries
Family history
Bone deformities

Doctors diagnose osteoarthritis based on symptoms and a physical examination. X-rays can help determine the severity of the disease and rule out other causes of pain. The knees are the most commonly affected joint, followed by the hips and back (Brandt, 2005).

GOAL: Decrease stress on your joints. Strong muscles will support joints and may reduce arthritis pain.

Take Action

Keep Your Bones, Joints & Muscles Healthy

Prevent Osteoarthritis

The causes of osteoarthritis are not well understood, but certain factors increase your risk, especially being overweight and having previous joint injury. Overuse (including repetitive motions), lack of physical activity, nerve injury and heredity also increase your risk for osteoarthritis.

Everyone is at risk for osteoarthritis as they age. Take action now to prevent osteoarthritis: stay active, maintain muscle strength to support and protect your joints, and keep a healthy weight. If you are overweight, even a small amount of weight loss may cut knee pain by half! Check page 5.5 of the *Resource Guide* for your healthy Body Mass Index (BMI).

Prevent Osteoarthritis from Worsening

If you have been diagnosed with osteoarthritis, take action to decrease the stress on your joints. Talk to your doctor about the following:

- Starting a muscle strength training program
- Being physically active at least 30 minutes a day most days of the week
- Avoiding overuse injury and pain
- Deciding your healthy weight and setting a plan to reach and maintain that weight
- Reviewing your medication list (prescribed and over-the-counter)



Source: ©Microsoft Office
Online, Clip Art, Anatomy

More Information About Muscle Weakness

8c: What is Muscle Weakness?

Starting around age 45, we slowly begin to lose muscle strength. This age-related loss of muscle strength tends to get worse the older we get. The reasons for loss of strength are not fully understood but are partly due to loss of muscle tissue and inactivity.

Just like osteoporosis and osteoarthritis, muscle weakness increases your risk of falling, injury and frailty. Signs of muscle weakness include difficulty with getting up from a chair, more difficulty lifting heavy objects, or difficulty climbing stairs.

In older adults, muscle strength is lost at a rate of 3% each year.

Source: Park S. W., Goodpaster B. H., Newman A.B. 2006



Source: ©Microsoft Office Online, Clip Art, Exercising

Risk Factors for Muscle Weakness

Age
Inactive lifestyle
Overweight/Obese
Tobacco use
Hormonal changes
Poor nutrition

GOAL: Talk to your doctor about starting a resistance-training exercise program.

Take Action

Keep Your Bones,
Joints & Muscles
Healthy

Prevent or Reverse Muscle Weakness

Before beginning ANY exercise program, discuss it with your doctor. Your doctor will make sure you are healthy enough to begin the exercise.



Source: ©Microsoft Office Online, Clip Art,
Acres

The good news is that research shows we can improve our muscle strength no matter our age! Aerobic exercises like walking are good for our heart but are not enough to keep our other muscles strong.

The best exercise for increasing muscle strength is called “resistance training”. These kinds of exercises make our muscles contract (work against an opposing force) which makes them stronger. Examples include using weights or dumb bells, resistance bands, some exercise machines and isometric exercise. Water exercises like swimming and aqua-aerobics provide resistance while reducing stress on bones and joints. Even some routine daily activities can help strengthen your muscles.

If You Have Lost Muscle Strength

1. Talk to your doctor about possible causes for your weakness and to see if you can begin a resistance training program.
2. See if there are any classes offered at a neighborhood community center, school, church or other location that you could attend.
3. Find an exercise buddy; you can encourage each other to work out and it will make exercise more fun for both of you.
4. Remember to start any new exercise program slowly; you will eventually be able to do more the longer you exercise.

KEY #9: MAINTAIN SOCIAL CONTACT

Overview

The focus of this session is to discuss the importance of remaining socially active and to review methods to maintain social contact. The student will learn to tailor programs and opportunities to meet the needs of individuals within the community.

Session Topics

1. Benefits of social contact.
2. Mental decline definitions.
3. Tips to maintain social contact.
4. Local programs and recreational activities.

Student Objectives

1. Identify health benefits of remaining socially active.
2. Define mild cognitive impairment, dementia and Alzheimer's Disease.
3. List tips to maintain social contact.

Class Activities

1. Role-play a discussion about how to connect with others.
2. Identify characteristics of social isolation.
3. Open class discussion regarding methods to increase contact with others.

Assignment for Next Week

1. Name 3 resources in the community that provide social opportunities.
2. Interview a family member or friend who is socially isolated. What would you suggest to a person whom you know is socially isolated?

“Staying connected to friends, family and the community helps you to stay healthy, both emotionally and physically” (Positive Aging Resource Center, 2004). To the emotional and the physical we can add the cognitive, too. “Research shows that people who are regularly in social interaction maintain their brain vitality” (Alzheimer's Association, 2007). Consider some of the benefits of maintaining social contact:

- Prevent cognitive decline
- Prevent isolation
- Improve self esteem
- Focus on others, not self
- Improve physical health
- Improve attitude/outlook on life
- Reduce stress
- Have fun

Remaining Socially Active Can Help Prevent Mental Decline

Several helpful definitions:

Mild Cognitive Impairment (MCI): A brain disorder in which thinking abilities are mildly impaired. Individuals are able to function in everyday activities but have difficulty with memory.

Dementia: A significant loss of intellectual abilities, such as memory capacity, severe enough to interfere with social or occupational functioning. While Alzheimer's Disease is the most common cause of dementia, there are many other causes.



*Source: ©Microsoft Office Online,
Clip Art, Senior Citizens*

Alzheimer's Disease leads to irreversible loss of neurons and dementia. The clinical hallmarks are progressive impairment in memory, judgment, decision making, orientation to physical surroundings, and language.

Source: www.MedicineNet.com (MedicineNet, 2007)

Take Action

Participate in Social Activities

Key Ideas for Maintaining Social Contact

- Greet or talk to someone each day
- Plan your day to include others
- Reach out by being a volunteer
- Call a person in need each day
- Learn a new hobby
- Find a part-time job
- Explore the Internet
- Write or e-mail family and friends
- Eat or cook with others
- Travel to visit family and friends
- Take dance lessons
- Meet a new neighbor
- Go to a movie with a friend or two
- Volunteer as a foster family for cats or kittens at an animal shelter
- Start a weekly card or board game club with neighbors, family, or friends
- Travel with other seniors or with local or out-of-state group travel tours
- Join groups through senior centers, YMCAs, YWCAs, and other organizations



©Source: Microsoft Office Online, Clip Art, Smiling

Programs You Can Join

Senior Companion Program: This program reaches out to older adults who need extra assistance to live independently in their own homes or communities. Senior companions assist in essential ways, such as companionship, friendship, assisting with simple chores, and transportation.

Foster Grandparents Program: Seniors volunteer to help children with special needs. They offer emotional support, mentoring, and tutoring to children.

Retired Seniors Volunteer Program (RSVP): This program matches personal interests and skills of older adults with opportunities to help solve community problems. These volunteers provide limitless community services.

For More Information About These Programs:
Call 1-800-424-8867 or visit www.seniorcorps.gov

Overview

Depression is a common and serious mental health problem. Depression is an illness. It is described as sadness or a low mood, but, unfortunately, the problem is much more. Depression is not a normal part of aging. The students will learn to recognize the symptoms of depression and to guide the individual to his/her doctor for an evaluation. Students will also identify helpful evaluation resources within their communities. The students will become comfortable in discussing barriers for seeking help -- embarrassment, cost, other -- by role-playing with their classmates.

Session Topics

1. Define depression.
2. List causes and symptoms of depression.
3. What actions to combat depression may be necessary?
4. How to discuss your feelings with your doctor.

Student Objectives

1. Identify symptoms of depression.
2. Know when and how to suggest help.

Class Activities

1. Group discussion of identifying someone who is isolated and developing an action plan.
2. Discuss how to cope with negative implications associated with depression and other mental health issues.
3. Discuss how depression can influence the other “10 Keys”™ to Healthy Aging.

Assignment for Next Week

1. Identify your own feelings and see if you have symptoms of depression by taking the Geriatric Depression Scale on page 10.5 in the *Resource Guide*. Discuss your results with your doctor.
2. Contact a trusted health care provider and obtain the name of a local psychiatrist or psychologist and be prepared to share the name in class.

Understanding Depression

Have you ever said “I am really depressed”? At such times, it is important to ask if we are **depressed** or **sad**, then discuss such concerns with a doctor. This is an especially critical distinction as we age because of the tendency for many people to confuse depression and sadness. The Late Life Depression Evaluation & Treatment Center says “Sometimes we call ourselves ‘depressed’ to describe the down or sad feelings that we all experience at one time or another. Clinical depression is a persistently sad mood that lasts two weeks or longer, and impairs one’s ability to function in work, home or social relationships” (Late Life Depression Evaluation and Treatment Center, 2007). Being sad is a normal part of life. Being depressed is **not** a normal part of life **at any age**.

Symptoms of Depression

- A persistent sad or low mood
- Feeling guilty, hopeless, or worthless
- Feeling nervous or “empty”
- Excessive fatigue or loss of energy
- Loss of interest or pleasure in activities
- Difficulties sleeping or staying awake
- Eating more or less than usual
- Restlessness or agitation
- Persistent headaches, stomach aches, or chronic pain
- Moving or talking more slowly than usual
- Difficulty concentrating or making decisions
- Feeling as if life is not worth living
- Thoughts of suicide or death

Depression is not a normal part of aging.



Source: ©Microsoft Office Online,
Clip Art, Senior Citizens

Some Causes of Depression

“Depression can result from a range of causes, including genetics, biological changes in the brain, illness, adverse drug reactions, or stressful life events such as loss of a spouse, the sale of one’s home, or retirement.” (Center for Substance Abuse Prevention, 2004)

Take Action

Maintain Good Mental Health

If you have experienced any of the depression symptoms for more than two weeks, it is important to acknowledge that you may need treatment. Getting treatment is a kind of strength. Discuss your symptoms with your doctor.

Things You Can Say to Start a Discussion with Your Doctor

- I feel sad most of the time.
- I feel worn out and tired most of the time.
- I'm having difficulty sleeping.
- I just can't seem to get past the loss of my spouse or friend.
- I've been "down in the dumps" and nothing seems to cheer me up.
- I just don't enjoy life anymore.
- I have been crying a lot lately.
- I feel like people don't like me.
- I feel like my life is not worth living.



Source: ©Microsoft Office Online, Clip Art, Senior Citizens

For most people, depression will get better with treatment.

Diagnosing and Treating Depression

As you saw earlier, there are a number of symptoms of depression. Not every person will experience the same symptoms. "Some people have only a few symptoms... others have many", and symptoms "can change over a period of time..." (University of Pittsburgh Medical Center, 2007). It is important, therefore, to have a thorough evaluation by your family doctor.

The good news is that depression "is treatable with 60-80% of cases improving with standard treatment" (Late Life Depression Evaluation and Treatment Center, 2007). Two major types of treatment include medication and psychotherapy, individually or together, with electroconvulsive treatment reserved for those instances where the other two are ineffective (Late Life Depression Evaluation and Treatment Center, 2007). Begin with your family doctor to seek treatment. If you don't have a family doctor, look in the telephone directory or on the internet for "mental health providers" or "behavioral health providers" to find help in your area.

FINAL CLASS

Post-Course Exam

Ask the students to close their Resource Guides.

Script: Please place your name and today's date in the space provided. This exam is similar to the one you took when the class first began.

Have each person correct their own exam. Students will discuss and share results with the class.

Course Evaluation Form for Students

Script: Please complete the evaluation form. No name is required. Your feedback is very important to us.

Testimonial

Script: Please write a statement about this class; for example, how it has impacted your life or someone you know.

Certificates

Place the certificates in alphabetical order and call each student to the front of the room. Present the student with his/her certificate. Congratulate the student on his/her achievement.

AMBASSADOR CERTIFICATE INFORMATION

HEALTH AMBASSADOR CERTIFICATE

The *Certificate of Completion* is awarded to all students who have completed the 12 hour course and agreed to disseminate the “10 Keys”™ to Healthy Aging in the community.

Center for Aging and Population Health
A Centers for Disease Control Prevention Research Center
Graduate School of Public Health
University of Pittsburgh, Pittsburgh, PA



certificate of Completion

is hereby granted to

Place Name Here

to acknowledge that he/she has completed the Program:

“10 Keys”™ to Healthy Aging

Granted: Insert Date Here



AMBASSADOR CERTIFICATE INFORMATION

CERTIFICATE REQUIREMENTS - CLASSROOM SETTING

Attendance: The student should attend class on a regular basis and complete the take-home assignments.

- ***Any absence:*** The student should make up the session with the instructor.
- ***Absence (2 or more classes with no make-up session):*** A certificate cannot be issued at this time; encourage the student to register for the next scheduled “10 Keys”™ to Healthy Aging program.

PIP Instruction: The student demonstrates the knowledge of how to introduce the Prevention In Practice (PIP) Report to others.

- The student introduces the Prevention In Practice (PIP) Report (refer to Introduction of the Prevention In Practice Report located in the “10 Keys”™ to Healthy Aging, *Resource Guide*, Introduction Chapter.)
- The student is able to use the PIP PowerPoint presentation. The presentation is available on the Center for Aging and Population Health’s web site www.healthyaging.pitt.edu under the “Health Resources” tab located along the left side of the page.

Goal Setting: The student demonstrates his/her ability to identify and write Action Steps.

- The student completes and shares his/her individual Action Steps with the instructor.

CERTIFICATE REQUIREMENTS - ONLINE INSTRUCTION

Completion of the interactive web course on www.healthyaging.pitt.edu.

AMBASSADOR CERTIFICATE INFORMATION

FOR INSTRUCTOR'S PURPOSE ONLY:

Students may ask, “What is expected of me?” Participation in promoting the “10 Keys”™ varies with each individual. Ambassador participation is as follows:

AMBASSADOR - FAMILY AND FRIENDS

Description:

Ambassadors who are interested in sharing the “10 Keys”™ to Healthy Aging with family and friends.

Requirements:

Complete the 12-hour “10 Keys”™ to Healthy Aging course.

Materials:

1. “10 Keys”™ brochures.
2. “10 Keys”™ fact sheets (copy from the *Resource Guide*, or download from CAPH website).
3. PIP Report (copy from the *Resource Guide*, or download from CAPH website).

AMBASSADOR CERTIFICATE INFORMATION

AMBASSADOR - SMALL GROUPS AND ORGANIZATIONS

Description:

Ambassadors who are interested in sharing the “10 Keys”™ to Healthy Aging with family, friends, groups, and organizations.

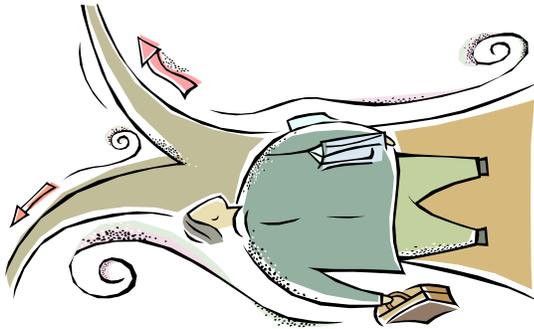
Requirements:

1. Complete the 12-hour “10 Keys”™ to Healthy Aging course.
2. Completion of CAPH “10 Keys”™ Instructors course.

Materials:

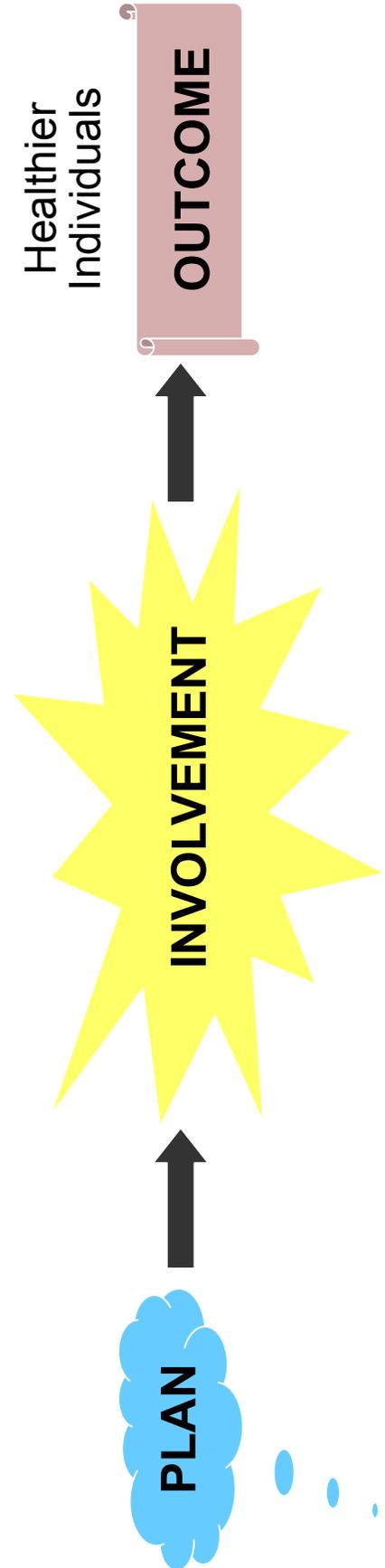
1. “10 Keys”™ brochures.
2. “10 Keys”™ fact sheets (copy from the *Resource Guide*, or download from CAPH website).
3. PIP Report (copy from the *Resource Guide*, or download from CAPH website).

Ambassador Road Map



Source: Microsoft Office Online,
Clip Art: Path

1. Why are you meeting with this group or individual?
2. What do you hope to accomplish?
3. What steps will you take to meet your goal?
4. How will you know if you succeeded?
5. Is follow-up necessary?
6. How will you improve next time?



AMBASSADOR ROAD MAP

One way to prepare students to be successful when they talk with an individual or to a group is to think about their discussion as part of a road trip that has three steps. Any trip will go more smoothly if one 1) plans; 2) involves the audience; and 3) has an idea of what they want to accomplish or what outcome they have in mind. This final step, the outcome, is what it is all about. Plant the seed to reinforce the need to make health behavior changes now! The sooner, the better.

Step 1 Planning

As you prepare, think about:

1. Why are you meeting with this group or individual?
2. What is it that you want to accomplish?
3. How well do you know this individual or group?
4. Can you include humor?
5. Is it a good time to share your message? Timing is everything.

Step 2 Involvement

Most audiences will pay more attention to you or your message when you involve or engage them in some way. Consider an activity, a word search, a story, or a few important facts that will get their attention.

Step 3 Outcome

Focus on what you want to see happen after your discussion or presentation. What specific steps or actions will individuals do after they leave? Asking individuals to state or write out their plans or intentions are ways to commit it to action. This can be an effective closing.

AMBASSADOR ROAD MAP

Examples of what individuals could do right as part of their plan:

1. Pick one key to work on.
2. List a specific action step:
 - Schedule a colonoscopy.
 - Keep a record of their blood pressures.

Don't be surprised to learn you will probably need to challenge your audience to consider taking some kind of an action step to better health. Most people listen to what you have to say, but your goal will be to encourage individuals to take the next important step, the step that requires that they decide to take responsibility to change one key, or more keys, to healthy aging.

Any journey begins with a simple step. Hopefully, as students become more comfortable talking to individuals or groups, they will find ways to motivate others to take better care of themselves. While it is ultimately an individual's responsibility, it is an important step in the decision-making process. Many people are "on the fence" or just not ready to change. Ambassadors prepare others to be open to change in the future. This is key.

The road map schematic that follows presents this process.

Ambassador Road Map



Source, Microsoft Office
Online, Clip Art: Path

- Planning:
 - Why are you meeting with this group or individual?
 - What do you hope to accomplish?
- Involvement:
 - How will you engage (involve) your audience?
- Outcome
 - What will the individuals do after they leave?



AMBASSADOR ROAD MAP

LEARNING ABOUT THE “10 KEYS”™

When we teach others, our goal is to help them learn the facts and to become more informed individuals. Being well informed, however, is not enough. We want to empower them to consider a behavior change, and when they are ready to change, to be successful.

TAKING PERSONAL RESPONSIBILITY TO IMPROVE ONE’S HEALTH

We are responsible to take charge of our health. While health professionals and educators can inform about the risks associated with each of the “10 Keys”™, it is up to each of us to make the change. Our job as Ambassador instructors will be to empower or motivate others to desire to be healthier and to take actions to improve their “10 Keys”™ health. Eventually, they will become examples and others will look to them for help.

TEACHING ADVOCACY

Helping students commit to improving their health and that of their communities requires that they don’t just wish things in their communities were better, but they consider taking actions to make them better. Examples may be that they encourage their churches or organizations to serve healthy snacks, or for a local market to stock lower salt products. Lessons for each key provide you with ideas and activities to help develop advocacy.

AMBASSADOR ROAD MAP

GET THE CLASS THINKING ABOUT POTENTIAL CONTACTS

You may not realize it, but most of you have important ties within your community, whether it is your church, bridge club, walking group, or some other organizations to which you belong. List all of the organizations that you belong to, as well as other organizations that are in your community. You may also have family members, friends, or other individuals you could approach.

Where You Could Go

List organizations you belong to:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Other organizations in your community:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Individuals you could approach:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

AMBASSADOR ROAD MAP

WHAT WILL YOU SAY?

Just as you did when you went on your first “Healthy Aging” assignment, you found it necessary to prepare and to rely on your notes to help you to feel more confident. You probably wrote down on an index card what you wanted to say. It is important for students to introduce themselves. It may be a good idea to build into this introduction why you are there. Help students to write and rewrite this a few times until they have a good paragraph. You may also want them to practice reciting this in front of a mirror and then to a friend whose opinion they respect. Encourage students to ask that individual for feedback. As the class instructor, you will want to help each student perfect his/her message.

In a few words, briefly describe how you will tell others who you are and why you are there.

AMBASSADOR ROAD MAP

HELPING STUDENTS GROW AND IMPROVE

Encourage students' ability to self evaluate. After they finish their discussion or presentation, they will have ideas of ways to improve. This is only natural and an important step in "being the best they can be." Focus on what they did well, and then identify one area for improvement. Over time, their confidence will grow and they will improve.

What can they improve upon?

AMBASSADOR ROAD MAP

CHECK ON HOW WELL YOUR INFORMATION WAS RECEIVED

You may want to re-contact the individual you met with to see how he or she is doing and whether he or she has implemented his/her plan.

If you were part of a group, you may choose to follow up with your group contact to get some idea of the reaction that the audience had to what you presented.

In either case, the follow up will be informative and help you to improve in the future.

What feedback did you get?

WORKING WITH GROUPS

THE GROUP LEADER

Having the opportunity to talk with others in a group is both a privilege and honor. The best way to communicate this is by being prepared, punctual, and showing respect and value for each group member. Also, any way that you can demonstrate your commitment to healthy aging and your enthusiasm to being an Ambassador yourself is an added bonus.

There are additional qualities of a good group leader or facilitator that you will want to learn and practice. Most of us learn best from teaching others. Most learn more from teachers who model or practice the behaviors we encourage in others. Be a good role model!

GROUP LEADER GUIDELINES

1. Identify a timekeeper in the group. Know in advance how you plan to divide the time so you begin and end on time.
2. Be prepared and organized.
3. Speak clearly.
4. Keep group on task.
5. Be well informed.
6. Be creative.
7. Introduce and summarize each lesson.
8. Take time to review what each participant should do before the next session.

WORKING WITH GROUPS

INTERPERSONAL, CARING STYLE

1. Express gratitude and positive reinforcement frequently.
2. Be respectful and provide respectful answers to questions--call individuals by the name they prefer to be called. Use name tags with large print.
3. People will continue to surprise and amaze you; so don't rely on your judgment.
4. Trust your intuition — take the opportunity to follow up with individuals after class, as needed.
5. Look for early signs of disinterest, fatigue or confusion. Talk with the individuals one-on-one in person or by telephone, if necessary.
6. Pay attention to attendance — while there are many reasons that keep people from attending class, check in with class members periodically to make certain that they are enjoying participating.

BEING PART OF A GROUP

It helps for group members to keep the following points in mind to make sure that everyone in the group enjoys and benefits from the experience. Discussions about the following may or may not be needed, depending upon the group. The instructor should use his/her discretion.

1. Be on time for class.
2. Call the instructor if you are unable to attend a class.
3. Let everyone have a chance to share.
4. Stress the positive.

WORKING WITH GROUPS

GROUP INTRODUCTIONS - KNOWING YOUR AUDIENCE

One important way to learn about the members in your group and for them to learn about one another is to engage them in an activity where they, in a few minutes, share something about themselves. This often helps you and group members to remember something unique or personal about a person. The key, for you as the instructor, is to pick from the list provided and to set a time limit, i.e., one to two minutes for each individual to share. This is important as this can take too long and some in the group may tune out if it goes too long.



Source: Microsoft Office
Online, Clip Art, Time

Timing is also important for when to begin introductions of group members. It is best to wait until after you have begun the session to allow latecomers to be seated. When it looks like all are present, look for a break in what you are presenting to begin introductions.

As the instructor, you may find it useful to summarize on a flip chart or blackboard what you heard and/or to reinforce statements shared by the group. These statements can be reinforcing to you and group members as they can be unifying concepts that will strengthen group togetherness and unite them in similar goals.



Source: Microsoft Office Online, Clip Art,
FlipChart

WORKING WITH GROUPS

TEACHING TIPS

1. Know your audience.
2. Vary your presentation style.
3. Speak loudly and clearly.
4. Make sure that visual aids are large and easy to read.
5. Incorporate laughter and humor.
6. Get participants to share.
7. At times, break up the class into smaller groups.
8. Be positive and focus on what TO do rather than what NOT to do.
9. Get people engaged and talking.
10. Hold all judgments. Adults may take what you say personally.



Source: Microsoft Office Online, Clip Art, Presentation

WORKING WITH GROUPS

TEACHING TIPS

1. You don't need to be an authority. If there are questions you can't answer, tell them you don't know but will find out.
2. People will continue to surprise and amaze you.
3. Confidentiality — reinforce to class members that what is shared in class remains in class. Close doors. Ask beforehand if anyone objects to sharing the class roster. Obtain their consent to be photographed or to share address information. A form to copy and distribute is included.
4. From time to time, ask in-person how things are going for them.
5. Circulate around the room.
6. Use multiple presentation venues.
7. Initiate goal setting at every class and allow students to state their goals.
8. Use open-ended questions.
9. Provide choices and options.
10. Encourage students to support one another.
11. Tailor what you teach to your audience.
12. Be non-judgmental.
13. Build student confidence.
14. Maintain high expectations of each student.
15. Follow up on those who miss class.

WHAT ELSE?

Created by Donna Miller

WORKING WITH GROUPS

“ICEBREAKER” ACTIVITIES

Instructor: Select one idea from this list to use to help the group get to know each other.

1. Share one reason why you decided to take this class.
2. Tell us about the healthiest person you know. What is it about that person’s personality, lifestyle, or history that makes him/her a role model?
3. Why is healthy aging important to you?
4. What have you enjoyed most about getting older?
5. What is the most valuable advice about your experiences of growing older that you could share with the youth of today?
6. How is aging different today from that of your parents or grandparents?
7. Pair off in twos and find out something unique or special about your partner and share this information with the group. Now reverse roles and do the same.
8. Which 3 words would describe you best?

9. Write down 3 things about yourself, only one should be true. Have the group guess the one that is true.

10. Your idea of an “icebreaker”:

PREPARING FOR BEHAVIOR CHANGE

LEARNING FROM PAST EXPERIENCES

As most of us have learned from our own experiences, changing a behavior is tough work. Why? The process of behavior change is complex and we are still learning about why people do what they do. We have also learned the most important things in life do require effort. Behavior change is key to health improvements and can lead to enormous benefits including:

1. Improved quality of life.
2. Less disease and disability.
3. Better health for you and your community.

On a daily basis, this translates into more fun, greater independence, less sick time, and more time to enjoy the many gifts of life.

You may ask yourself “How can I motivate others to want to take better care of themselves when I find it difficult to change myself?” Don’t despair, as you are human. You have had success and most likely some failure. We learn from both. Let’s focus on your successes.

Step back and think about a time in your life when you made a behavior change, and ask yourself a few questions. Your experiences with behavior change will be useful as you teach this process to others.

1. What motivated you? _____
2. How long did it take? _____
3. What setbacks did you face? _____

4. What did you do that was most helpful, least helpful?

Let’s begin by simplifying the process by focusing on three things:

1. Step-by-step changes.
2. Things that are within our control.
3. The Pros and Cons.

PREPARING FOR BEHAVIOR CHANGE

1) *Step-By-Step Behavior*

Step-by-step, important behavior changes can be made. Remember it is *what we do everyday* that will make the biggest difference in our health. Research has informed us that our behaviors or habits at mid-life will predict our health in later life. But, before you think that it is too late, remember that we also know now that it is never too late to make healthy lifestyle changes. Getting others to complete the Prevention In Practice (PIP) report and motivating them to pick one key to work on is an important step to improving health.

As you teach a class and/or talk to others, your ultimate goal is for individuals to leave committed to taking a positive step toward improving their health (maybe selecting one key to healthy aging to work on). You do not want to push, but rather, focus on the facts and strengthen their commitment by helping them believe that they will succeed. This is called “empowerment.” Helping others to be the best that they can be is one of the many bonuses you will reap from helping people make healthier choices, and hearing them report on how much better they feel.

Use the PIP to learn where others are and what keys to healthy aging they need to accomplish.

2) *Things Within Our Control*

Success in behavior change is more likely to occur when the focus is on factors that we can control or change. Examples of factors within our control include our attitude, our own behavior and things in our immediate environment. Examples of behaviors we control is what food we serve to others, when or what kind of exercise we do, whether we use our seat belt, or whether we get a flu shot.

Uncontrollable factors, or things that we can't change, include our heredity and the weather. There is little benefit in focusing on what is outside our control. The good news is that much health improvement can occur from things within our control!

PREPARING FOR BEHAVIOR CHANGE

3) Pros and Cons

With most decisions in life, there are both good and bad things that we ponder before we make a change. Let's begin with keeping things positive: the pros (or benefits). This does not mean ignoring the cons (sometimes called barriers). It is important, in advance, to help people go through an exercise where they weigh the benefits versus the cons. This process is called decisional balance.



Source: Microsoft Office Online, Clipart: Scale

Decisional Balance

This exercise will help others to make a decision based on the good and the bad. If they do decide to change, this process has helped them become more committed to the change. Commitment is important to helping people sustain the motivation over time to continue making the behavior change a priority. Many find it useful to review the benefits, particularly when they feel that their motivation is fading. It is also useful to help remind us why we are doing what we are doing. Do keep your list of pros and cons within easy access. Making them public will strengthen and affirm “why” they want to make the effort to be healthier.

If others choose not to change, you have not failed. Just getting others to consider whether they want to change is an important step. Remember, people will change when they are ready and your efforts to respect their decision and support them are important steps in the process. Remain helpful but not judgmental. Understanding others is important. Your job is to listen, encourage, and when asked, or with permission, to give advice. Providing others with the information on the “10 Keys”™ will enable them to reconsider change in the future. Your discussion with them is key to their empowerment.

PREPARING FOR BEHAVIOR CHANGE

Decisional Balance (Cont'd)

List Pros/Benefits of Change:

List Cons/Barriers of Change:

You are committed and strong!

It is a good idea to encourage individuals to complete this exercise on the pros and cons for themselves. Many will have pros and cons for each key whether you are working with an individual or group. You will find it useful to record what individuals share and list these in front of the class on the chalkboard or in their workbook. Consider discussing some pros and cons that they might not have considered.



Source: Microsoft Office Online, Clipart: Scale

Individuals must decide freely to change. Unfortunately, no one can change but the individuals themselves. While we can help them want to change and how to change, they must want to do it and do the necessary work. When you allow individuals to decide for themselves, they will probably succeed in the long run. When we push too hard, people retreat or run away and often feel guilty if they fail. When possible, avoid producing feelings of guilt. These feelings are negative and nonproductive.

PREPARING FOR BEHAVIOR CHANGE

Guidelines for Helping With Decision-Making

1. Failure to reach a decision to change is not a failed consultation.
2. Resolutions to change often break down. Make sure individuals understand this and do not avoid future contact if things go wrong.
3. Commitment to change is likely to fluctuate. Expect this to happen and empathize with the individual's predicament.

PREPARING FOR BEHAVIOR CHANGE

Steps Toward Behavior Change

Now that you have helped identify the pros and cons, you are prepared to help strengthen individuals' commitments. People usually need to go through several steps in this process. Some of these steps are done sub-consciously, or may not be obvious to them. As you prepare people for change, make certain you have discussed each step.

1. Understand why the change is needed.
2. Accept that the change is important.
3. Decide that they want to make the change.



Source: Microsoft Office Online, Clip Art: Steps

The Plan

An action plan helps individuals make a behavior change. When individuals write out and state their plan publicly to you so they hear their own words, it is more likely to be a more useful guide. The “action steps” are short term goals. An entire chapter is dedicated to goal setting.

PREPARING FOR BEHAVIOR CHANGE

Learning from Theory

1. Help others feel that the decision to take whatever action was their own. People don't want to be told what to do. Most want to feel that they are in control.

"I respect that this may not be a good time. Can I call you in a month?"

2. Help others see that following the "10 Keys"™ is part of their value system to be healthy. You can help them make well thought-out, committed decisions.

"From what you told me, you value the fact that you are in good health for your age."

3. People are more likely to act on what they hear themselves say, rather than by what "we" tell them.

"I think I heard you say"

4. It is normal that people are undecided or "on the fence" about what they want to do.

"It sounds as if you see both the good and the bad."

5. You can help people compare the pros with the cons.

"What is one more positive thing that would tip the scale?"

PREPARING FOR BEHAVIOR CHANGE

Learning from Theory (Cont'd)

6. The benefit that a person thinks he will receive or the risk or harm from not doing something is summarized for each key on the “handout.” You can use this handout to determine what the individual already knows and what his/her concerns are.

7. People need to believe that they can succeed. You can help by voicing your confidence in their ability to change.

“I know that you can do it.”

8. Don’t underestimate your relationship with another person. Your ability to be caring, to listen, not to push, and to be empathetic will go far.

“I’m glad that we had this time to talk. Thank you for sharing. What I believe you want me to do is to keep encouraging you by setting very small, reasonable steps that I know you can do.”

9. Be brief. “Less can be more!”

“Can we take a few minutes to review your PIP and pick a few keys to work on?”

Researchers have learned that short discussions of only a few minutes that include a few brief actions steps can be very effective.

PREPARING FOR BEHAVIOR CHANGE

KNOWLEDGE IS POWER

Why is it that people don't practice healthy habits even though they know the habits are good for them? Many people do understand that physical activity is important as well as eating plenty of fruits and vegetables, drinking in moderation, and not smoking.

People who suffer from certain chronic illnesses know how important it is to make lifestyle changes and to listen to their doctor.

Many people lack the knowledge of what they need to do or fear failure. This is where you can help. When you provide the information about the "10 Keys"™, you reduce their fears by educating them, and then help them break down what they need to do into small steps. This process builds their confidence to succeed, because now they feel "empowered."

Behavior Change Challenges

1. People want instant reward.
2. Change is hard work.
3. Change requires ongoing commitment and discipline.
4. Change must be sustained for ongoing health benefit.
5. People may not be ready when we want them to be.
6. People have difficulty seeing beyond past failures.



Source: Microsoft Office Online, Clipart: Wonder

PREPARING FOR BEHAVIOR CHANGE

Stages of Change

You may have heard the phrase “stages of change.” This term is used because it describes the concept that being prepared or ready to change a behavior occurs in stages or steps. Another important accepted belief is that the individual who is considering a change is the one who actually determines when the change will occur. This decision, however, is often preceded by a series of “stages” or steps that lead up to this decision. Your job is to recognize what stage a person is in. You will want to tailor or vary what you say or do according to the stage of change.

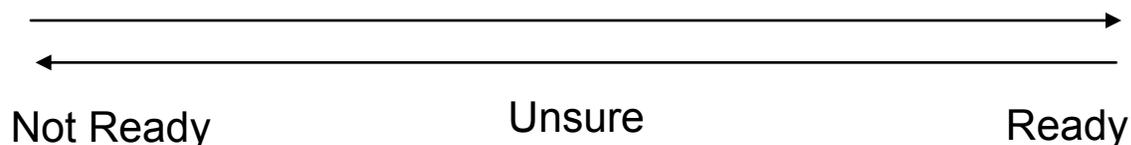
For simplicity’s sake, let’s consider only three stages. This can be expanded as you become more familiar with the process.

Stage 1: Not ready to think about change at all at this time.

Stage 2: Considering change, but undecided.

Stage 3: Motivated and ready to change now.

As you work with various individuals alone or in groups, you will soon be able to recognize cues that indicate at what stage they are. As you can imagine, the process goes forward and backwards. This means that our ability to make various changes can be interrupted when life events get in the way. When this happens, an old behavior pattern can reappear. This is called a “slip”. Slips are a normal part of life. Your role will be to help individuals learn from their “slips” and to see them as an opportunity to learn something new that will prepare them to do better in the future.



PREPARING FOR BEHAVIOR CHANGE

Listen and Look for Cues

There are both verbal and nonverbal cues as well as body language that will be useful guidelines to help you determine a person's readiness to change. The real skill is in taking your time to be sure that you know what stage a person is in. This is often hard to do for a variety of reasons. First of all, we have limited time so we may not listen well, most of us are trained to give facts, and we often assume that because a person has high cholesterol, for example, that he or she wants to lower it.

PREPARING FOR BEHAVIOR CHANGE

READINESS TO CHANGE CONTINUUM

Under each stage, list cues, verbs, or body language that inform you about the stage.

Not Ready

Unsure

Ready

Those Who are Ready to Act or Change

The truth is that at any one time only about one-third of the people we will see will be prepared to take action. These individuals are easy to motivate and it will be important for you to strengthen their commitment. Help these individuals to identify what key they want to work on and work out a plan of action. You will be in your glory with these individuals.

What about Individuals Who are Unsure or Not Ready?

Don't despair about the remaining two-thirds. With some skill and patience, you will learn how to gradually move these individuals from one stage to another. Each step in this process is progress. Never minimize how valuable you are in moving individuals from one stage to another. Remember that individuals who give serious consideration to deciding when they are ready to initiate a change are often your star pupils!

PREPARING FOR BEHAVIOR CHANGE

Being a Good Coach

Think for a moment about the kind of relationship that you want to have with a person you want to help. How you talk with individuals may enhance or diminish their motivation. Self-motivated changes (changes initiated by the individual) are more likely to occur when the relationship is mutual: between you and a friend, between you and your doctor. Here are a few examples.

1. Emphasize partnership and respect.
2. Meet the individual where he/she sees himself/herself.
3. Focus on things the individual has control over.
4. Minimize individual resistance.
5. Allow for your personal style and spirit.
6. Develop individual self-efficacy, or “can do” spirit.
7. Feel good and natural.

PREPARING FOR BEHAVIOR CHANGE

CLIENT-CENTERED SKILLS DEVELOPMENT

One specific set of skills that will help you to become a more effective coach or counselor is best remembered by the acronym OARS. Think of yourself rowing along and using these four techniques. The more you use them, the more natural they will become.

Use the activity that follows to practice recognizing these skills.

Use the **OARS** Approach:

- O**pen-ended questions - allow you to get more information quickly
- A**ffirmations - positive statements to endorse or give approval to what was said
- R**eflective listening - In a few words, you can restate or repeat what you heard and ask for clarification.
- S**ummary - gives you an opportunity to review what was discussed

Source: Miller, W. R. and Rollnick, S. Motivational Interviewing: Preparing People for Change. (Second Edition) New York: The Guilford Press. (ISBN) 1-57230-563-0) 2002. Motivational Interviewing Professional Training Videotape Series. University of New Mexico, CASAA.

PREPARING FOR BEHAVIOR CHANGE

CLIENT-CENTERED SKILLS DEVELOPMENT (CONT'D)

Examples:

1. Open-ended questions:

How can I help?

Tell me about your past successes.

How does smoking fit into your life?

2. Affirmations:

I appreciate your willingness to talk with your doctor.

I think your wife will like your idea.

That's a great suggestion.

3. Reflective listening:

What I think I heard you say is

Correct me if I'm wrong

You seem to be frustrated.

You're telling me you don't think you need a flu shot.

4. Summary:

Tell me what you are going to do.

Let me know if I've missed anything.

This is an overview of what

PREPARING FOR BEHAVIOR CHANGE

FOCUS ON HOW TO DO IT

1. Consider your timing.
2. Ask permission.
3. Emphasize individual's choice.
4. Do not rush individual into decision-making.
5. Present options for the future rather than a single course of action.
6. Describe what other individuals have done in a similar situation.
7. Emphasize that “you are the best judge of what will be best for you.”
8. Provide information in a neutral, non-personal manner.



Source: Microsoft Office Online, Clip Art: Choice

PREPARING FOR BEHAVIOR CHANGE

THE “I CAN DO IT” SPIRIT

Your job as a coach or counselor is to develop in others an “I can do it” spirit. The relationship you have with others is key in developing this spirit!

People Who Don't Think They Can:

1. Avoid tasks in that area.
2. Are more likely to give up before goals are accomplished.
3. Believe that tasks are harder than they actually are.
4. Plan poorly for tasks.
5. Feel a lot of stress when asked to perform tasks.
6. See failure as a result of their own inabilities.

People Who Think They Can:

1. Are more willing to try tasks in that area.
2. Are more likely to try harder and longer.
3. See obstacles as challenges that can be beaten.
4. See failure as a result of outside factors.

WRITING HEALTH GOALS

Steps to Action Planning

“You’ve got to be careful if you don’t know where you are going, because you might not get there.” --Yogi Berra

The process of setting goals helps you choose where you want to go in life. If you know what you want to achieve, you can figure out what you need to do to get there. Setting goals can keep you focused in the right direction and guide you through the process of making a step-by-step plan.

Goals can be incredibly motivating and as you get into the habit of setting and achieving goals, you’ll find your self-confidence building fast. *“Written goals have a way of transforming wishes into wants, can’ts into cans, dreams into plans, and plans into reality,”* quotes Dan Zadra.

When you set and meet goals, you:

1. Decide what is most important to you and focus on it.
2. Keep track of how you are improving your life.
3. Build your self-confidence to work on future goals.
4. Discover what you are able to do.
5. Take pride in your accomplishments.

Why else should you set goals?

What goals have you achieved that make you proud?

WRITING HEALTH GOALS

Your Resource Guide Has Important Worksheets

Each key in your *Class Resource Guide* involves an activity or worksheet to help an individual or a group of individuals learn about how to set goals and the action steps necessary to meet those goals. This is probably the most important handout or activity in the resource guide.

As you recall, the “10 Keys”™ to Healthy Aging campaign has been designed with the ultimate goal of developing healthy communities, one small goal, step or key at a time. You are *key* in this process.

Small, Stepwise Goals

As individuals reach small, healthier goals, they will be motivated to set even larger ones. Positive people who feel better about themselves are more likely to tell others about their success. This enthusiasm will provide momentum and the spirit necessary to advance health changes in the environment or changes in policy. This advocacy will, hopefully, create a demand for more preventative care, facilities, and activities in the community that will support individuals who want to take better care of themselves.

To Some, Setting Goals or Action Planning Seems Overwhelming

Even though goal setting may feel awkward at first, with experience and success, you will see how important it is to help others map out the plan or steps to success.

WRITING HEALTH GOALS

Have a Plan

Lifestyle changes are best accomplished when you have a plan. Writing down your plan and the steps you need to take are *key*. Each step will take you closer to meeting your goal. “A goal without a plan is just a wish,” quotes Antoine de Saint-Exuperg.

Set SMART Goals

Now it's time to use what you have learned about your food intake to set goals so you can improve. When you write your goals, you will have a plan and your efforts will have a clearer direction. Each goal should be something you want and can achieve. Follow these guidelines to set SMART goals:

S = Specific

M = Measurable

A = Attainable

R = Realistic

T = Timely

Source: <http://www.cdc.gov/healthyyouth/evaluation/pdf/SMARTcards.pdf>

WRITING HEALTH GOALS

SETTING SMART GOALS

Specific

“Goals should be straightforward and emphasize what you want to happen. Specifics help you to focus your efforts and clearly define what you are going to do.

Specific is What, Why and When of the SMART model.

WHAT are you going to do? Use action words such as increase, decrease, substitute, etc.

WHY is this important to do at this time? For example: Think about your health, lowering your blood pressure.

WHEN will I do it? Place reminders on your appointment calendar.

Measurable

Choose a goal you can measure. In this way, you can see the change occur. If you can't measure it, you can't manage it.

Attainable

A goal needs to stretch you slightly so you will need to push yourself some. But it will be worth the effort. For instance, if you aim to lose 10 lbs in one week, we all know that isn't achievable, but setting a goal to lose 1 lb each week makes more sense.

Realistic

Realistic means “doable,” not “easy.” For instance, it is probably realistic to add a piece of fruit each day instead of trying to eat 6 each day all at once. Set the bar high enough for a satisfying achievement!

Timely

Set a timeframe for the goal. Putting an end point on your goal gives you a clear target to work towards.

Source: <http://www.cdc.gov/healthyyouth/evaluation/pdf/SMARTcards.pdf>

MONITORING YOUR PROGRESS

How are You Doing?

This is called “feedback.” People do better when they see what they are doing is making a difference. Because many things affect our health, it is important to focus on observing the changes that are within our control.

*“Shoot for the moon, even if you miss, you’ll land amongst the stars.”
-- Les Brown*

Reward Yourself

“Pat yourself on the back” from time to time. This is a simple reward that we often overlook for ourselves and with participants. Learn to give praise, too!

Simple rewards will help:

1. Keep you motivated for continued progress.
2. Let you know when you’re doing a good job.
3. Prevent depression and negative self-talk.

Reward yourself with something you really enjoy. Rewards that you give yourself are the best.

What reinforces you?

MONITORING YOUR PROGRESS

Help participants complete these worksheets at each session for each *key*.

My Personal Health Goals:

Steps Toward Attaining My Goals

1. _____
2. _____
3. _____
4. _____
5. _____



Prevention In Practice (PIP) Report

Guidelines for Age 50 and Over

"10 Keys"™ to Healthy Aging		Center for Aging and Population Health Prevention Research Center Health Goals	How to talk to your doctor about your health	Check Box if Action Needed
1	Lower Systolic Blood Pressure	Under 140 mmHg (Best is <120 mmHg) Know your number, check regularly & record it	What is my blood pressure reading? Help me to get my blood pressure below 140 mmHg.	
2	Stop Smoking	No Tobacco Use	I am trying to smoke less.	
3	Participate in Cancer Screenings	Prostate (men) In consultation with your physician	What do the results of my PSA test mean?	
		Breast (women)	I need a prescription for my mammogram.	
		Cervical (women)	I need a Pap smear and pelvic exam.	
		Colon	I am concerned about colon cancer. I need a prescription for a colonoscopy.	
4	Get Immunized Regularly	Flu shot (yearly) Pneumonia Vaccine (one lifetime shot)	I need a flu shot. Have I ever received a pneumonia shot?	
5	Regulate Blood Glucose	Under 100 mg/dl fasting Know your number & take action if necessary	Do I have diabetes? Help me to get my blood glucose under 100 mg/dl.	
6	Lower LDL Cholesterol	Under 100 mg/dl Know your number & take action if necessary	Help me to get my LDL under 100 mg/dl. Can we consider drug therapy?	
7	Be Physically Active	Moderate activity at least 2 ½ hours per week	I am having difficulty being active because _____.	
8	Maintain Healthy Bones, Joints & Muscles	Get a bone density test and follow up if needed Avoid injury Maintain a healthy weight	I am concerned about bone loss. I need a prescription for a bone density test. I am concerned about falling. I am concerned about my weight.	
9	Maintain Social Contact	Participate in conversation or activities with others at least once a week	I don't interact with anyone.	
10	Combat Depression	Maintain good mental health	I feel sad most of the time. Can we discuss treatment options?	

8) Maintain Healthy Bones, Joints & Muscles

Osteoporosis is a bone weakening condition that causes bones to break easily. Prevention and treatment are key!

- ◊ Get enough calcium (1,000-1,500 mg per day)
 - ◊ Get enough Vitamin D to help absorb the calcium
 - ◊ Do regular weight bearing activities, like walking
 - ◊ Ask your doctor about screening for bone loss
- Osteoarthritis is a degenerative joint disorder. It is a common condition that causes pain and disability, but it can be prevented!
- ◊ Maintain a healthy weight to reduce stress on your joints
 - ◊ Keep strong muscles to protect bones and joints



9) Maintain Social Contact

Enjoy getting out, meeting other people and trying new and different activities. Become involved in community activities, such as volunteering to help with a cause that is important to you. Do you know that the adult brain continues to grow and regenerate old cells? Keep your mind sharp by doing puzzles, reading and/or playing games.



10) Combat Depression

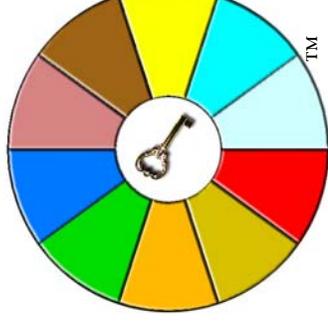
Depression is a serious mental health problem for you and your family. Depression can be treated successfully.

These resources may be helpful:

- ◆ Family doctors
- ◆ National Institute on Aging
- ◆ Mental health specialists
- ◆ State or private hospitals
- ◆ Outpatient clinics
- ◆ HMO's
- ◆ Family service/social agencies
- ◆ Employee assistance programs



Learn About The “10 Keys”™ to Healthy Aging



“Sometimes, people use age as a convenient excuse. I'm too old to start something new', or, 'I couldn't learn that at my age.' Other people, though, go on to achieve their greatest accomplishments in life in later years.”

-Catherine Pulsifer



The Center for Aging and Population Health

A CDC prevention Research Center

University of Pittsburgh GSPH
130 N. Bellefield Ave., Suite 300
Pittsburgh, PA 15213



Phone: 412-624-3217
Toll Free: 1-866-350-6509
Email: caph_prc@edc.pitt.edu
Website: www.healthysaging.pitt.edu

The Center for Aging and Population Health

A Centers for Disease Control
Prevention Research Center

Health Promotion and Disease
Prevention in the Older Adult

Facts about CAPH and Your Health

The University of Pittsburgh's *Center for Aging and Population Health* (CAPH), a Centers for Disease Control Prevention Research Center, focuses on older adults in Allegheny County. Researchers at the University of Pittsburgh Graduate School of Public Health have learned a great deal about how to keep adults healthy as they age. They have translated what has been learned into the "10 Keys"™ to Healthy Aging. Each key is an important step in preventing disease and improving the quality of our lives.

Questions About The "10 Keys"™ to Healthy Aging

Ask yourself these key questions about your current health, then read on to learn more.

1. Do you get physical activity weekly?
2. Is your blood pressure well controlled?
3. Are your bones, joints and muscles healthy?
4. Is your blood glucose normal?
5. Is your LDL cholesterol where it should be?
6. Have you been screened for cancer?
7. Do you have a good outlook on life?
8. Do you get shots for flu and pneumonia?
9. Do you have regular contact with people?
10. Have you quit smoking?

You Hold the "Keys" to Your Health

1) Lower Systolic Blood Pressure

More than half of all older adults have high blood pressure. High blood pressure is serious and is a risk factor for heart disease, stroke, vision loss, kidney disease and poor memory. Systolic blood pressure less than 140 mmHg is key (best is less than 120 mmHg).

Take medication as prescribed and make these lifestyle changes:

- ⇒ Eat fewer high-sodium, convenience foods
- ⇒ Be active on most days
- ⇒ Keep a record of your blood pressure readings
- ⇒ Limit alcohol



2) Stop Smoking

It's not too late to quit smoking and lower your risk for cancer and heart disease. Are you ready? Consider the following:

- 1) What are your reasons for quitting?
- 2) Keep a smoking diary.
- 3) Figure out why you smoke.
- 4) Are you addicted to nicotine?

Now pick a quit date and your method for quitting!

3.) Participate in Cancer Screenings

Cancer is the second leading cause of death among Americans. Early detection and screenings are key to prevention.

Recommended Screenings: How often?

- Mammogram — yearly (females)
- Pap test — yearly
- Pelvic exam — yearly
- Colonoscopy — every 10 years



4) Get Immunized Regularly

Immunization shots are key to preventing you from getting sick from the flu and pneumonia.

- ✓ Flu vaccine—recommended yearly
- ✓ Pneumonia vaccine—recommended once in your lifetime



5) Regulate Blood Glucose

Diabetes is a serious condition that puts you at increased risk for heart disease, kidney failure and vision loss. Lower blood sugar to less than 100 mg/dL. Diet, exercise and medication are essential to reducing these complications.

- ✓ Know your blood sugar level and, if elevated, seek treatment.

6) Lower LDL Cholesterol

LDL is sometimes referred to as "lousy" cholesterol. Increased levels increase the risk of heart disease and stroke. Lower your LDL cholesterol to less than 100 mg/dL. What can you do?

- ✓ Eat less animal fat
- ✓ Lose weight if overweight
- ✓ Get regular physical activity
- ✓ Talk to your doctor about medications that will lower your cholesterol

7) Be Physically Active

We know that activity most days of the week is good for our muscles and bones at every age.

Here are a few suggestions:

- ◆ Do things you enjoy!
 - ◆ Walk/Hike
 - ◆ Bike
- ◆ Move your body
 - ◆ Garden
 - ◆ Climb the stairs
 - ◆ Dance



* Check with your doctor before you start any exercise program!

The Center For Aging and Population Health

A CDC Prevention Research Center



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Email: caph_prc@edc.pitt.edu
www.healthyaging.pitt.edu

*All clip-art images from Microsoft Office Online
Clip Art and CAPH Graphic files*

Your Pocket Blood Pressure Record



My Blood Pressure:

Name: _____



Date: _____ B.P. _____ / _____



**Learn about the
“Ten Keys”™ to Healthy Aging!**

- Regulate Blood Glucose
- Lower LDL Cholesterol
- Be Physically Active
- Maintain Healthy Bones, Joints & Muscles
- Maintain Social Contact
- Combat Depression



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- Participate in Cancer Screening
- Get Immunized Regularly



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University of Pittsburgh
www.healthaging.pitt.edu
412-624-3217
1-866-350-6509

Dear Grocer,

Please stock this item(s) _____

Thank You,



University of Pittsburgh
www.healthaging.pitt.edu
412-624-3217
1-866-350-6509

Dear Restaurant Proprietor,

Please offer this menu option(s) and/or consider

Thank You,



“10 Keys”™ to Healthy Aging Pre-Exam

Name _____ Date _____

Choose one: Male Female Age (in years) _____

Choose one: Caucasian African American Hispanic Asian Other

1) What is the minimum number of hours of regular physical activity an older adult should get per week? **Circle One**

1. 6 hours
2. 1 hours
3. 5 hours
4. 2½ hours

2) What is a normal blood pressure level? **Circle One**

1. 160/90 mmHg
2. 120/80 mmHg
3. 150/85 mmHg
4. 142/72 mmHg

3) What is the preferred LDL cholesterol level? **Circle One**

1. Less than 130 mg/dL
2. Less than 200 mg/dL
3. Less than 100 mg/dL
4. Less than 150 mg/dL

4) How much calcium does someone age 50 and older need each day? **Circle One**

1. 800-1,000 mg
2. 1,200-1,500 mg
3. 1,500-1,800 mg

--TURN TO NEXT PAGE--

- 5) Every _____ year(s), all adults 50+ should have a colonoscopy unless they are at higher risk. **Fill in the Blank**
- 6) Every _____ year(s), all women 40+ should have a mammogram. **Fill in the Blank**
- 7) Smoking is an addiction. True or False **Circle One**
- 8) What is the optimal fasting blood glucose level for older adults, with or without diabetes?
Circle One
1. Less than 100 mg/dL
 2. Less than 90 mg/dL
 3. Less than 120 mg/dl
 4. Less than 150 mg/dL
- 9) How often should the pneumonia immunization be administered? **Circle One**
1. Yearly
 2. Every 10 years
 3. Only once if over age 65
 4. The pneumonia immunization is not necessary for someone who is healthy
- 10) Who should receive an annual flu shot? **Choose all that apply**
1. Adults over age 50
 2. Anyone with a chronic disease or weak immune system
 3. Children 6 months and older
 4. All of the above
- 11) List 2 ways someone could maintain social contact.
1. _____
 2. _____
- 12) Depression is a normal part of aging. True or False **Circle One**
- 13) People with osteoarthritis should avoid all physical activity in order to protect their joints.
True or False **Circle One**
- 14) Both men and women need to be concerned about bone loss as they age.
True or False **Circle One**



“10 Keys”™ to Healthy Aging Post-Exam

Name _____ Date _____

Choose one: Male Female Age (in years) _____

Choose one: Caucasian African American Hispanic Asian Other

1) What is the minimum number of hours of regular physical activity an older adult should get per week? **Circle One**

1. 6 hours
2. 1 hours
3. 5 hours
4. 2½ hours

2) What is a normal blood pressure level? **Circle One**

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True or False **Circle One**
- 14) Both men and women need to be concerned about bone loss as they age.
True or False **Circle One**



“10 Keys”™ to Healthy Aging Exam Key

Name _____ Date _____

Choose one: Male Female Age (in years) _____

Choose one: Caucasian African American Hispanic Asian Other

1) What is the minimum number of hours of regular physical activity an older adult should get per week? **Circle One**

1. 6 hours
2. 1 hours
3. 5 hours
4. 2½ hours

2) What is a normal blood pressure level? **Circle One**

1. 160/90 mmHg
2. 120/80 mmHg
3. 150/85 mmHg
4. 142/72 mmHg

3) What is the preferred LDL cholesterol level? **Circle One**

1. Less than 130 mg/dL
2. Less than 200 mg/dL
3. Less than 100 mg/dL
4. Less than 150 mg/dL

4) How much calcium does someone age 50 and older need each day? **Circle One**

1. 800-1,000 mg
2. 1,200-1,500 mg
3. 1,500-1,800 mg

--TURN TO NEXT PAGE--

5) Every 10 year(s), all adults 50+ should have a colonoscopy unless they are at higher risk. **Fill in the Blank**

6) Every 1 year(s), all women 40+ should have a mammogram. **Fill in the Blank**

7) Smoking is an addiction. **True** or False **Circle One**

8) What is the optimal fasting blood glucose level for older adults, with or without diabetes?

Circle One

1. **Less than 100 mg/dL**

2. Less than 90 mg/dL

3. Less than 120 mg/dl

4. Less than 150 mg/dL

9) How often should the pneumonia immunization be administered? **Circle One**

1. Yearly

2. Every 10 years

3. **Only once if over age 65**

4. The pneumonia immunization is not necessary for someone who is healthy

10) Who should receive an annual flu shot? **Choose all that apply**

1. Adults over age 50

2. Anyone with a chronic disease or weak immune system

3. Children 6 months and older

4. **All of the above**

11) List 2 ways someone could maintain social contact.

1. **Volunteer; join a health club, book club, bicycle group or some other group**

2. **Join organizations; travel with others**

12) Depression is a normal part of aging. True or **False** **Circle One**

13) People with osteoarthritis should avoid all physical activity in order to protect their joints.

True or **False** **Circle One**

14) Both men and women need to be concerned about bone loss as they age.

True or False **Circle One**



“10 Keys”™ to Healthy Aging

Name of Presenter: _____ Date of Presentation: _____

Keys Presented: _____

Group/Organization: _____

Address of Organization: _____

Group Presentation Form

1. ATTENDANCE:	
1a. Total number of people present	
1b. Total number of males present	
1c. Total number of females present	
2. RACE:	
2a. Total number of African Americans present	
2b. Total number of Caucasians present	
2c. Total number of Others present	
3. AGE:	
3a. Age of oldest person present	
3b. Age of youngest person present	
4. PARTICIPATION of persons present	
Please circle the level of class engagement, with 1 being not engaged at all (not talkative, not excited, not interactive) and 5 being completely engaged (very talkative, very excited, very interactive).	1 2 3 4 5
COMMENTS (please describe the individuals or group, neighborhood characteristics, etc.):	



“10 Keys”™ to Healthy Aging

Participant Questionnaire

Date: _____

Location: _____

Please use the scale below to respond to the following statements.

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

- | | | | | | |
|---|---|---|---|---|---|
| I am confident I can name the “10 Keys”™ to Healthy Aging. | 1 | 2 | 3 | 4 | 5 |
| I am confident I understand the “10 Keys”™ to Healthy Aging. | 1 | 2 | 3 | 4 | 5 |
| I am confident I can relate the “10 Keys”™ to Healthy Aging to my own health. | 1 | 2 | 3 | 4 | 5 |
| I am motivated to live a healthier lifestyle as a result of participating in this program. | 1 | 2 | 3 | 4 | 5 |
| The Prevention in Practice report was easy to use. | 1 | 2 | 3 | 4 | 5 |
| After completing the Prevention in Practice report, I understand which of the “10 Keys”™ I need to work on. | 1 | 2 | 3 | 4 | 5 |
| The presenter clearly explained the “10 Keys”™ . | 1 | 2 | 3 | 4 | 5 |
| The presenter was enthusiastic. | 1 | 2 | 3 | 4 | 5 |
| The presenter encouraged discussion and questions. | 1 | 2 | 3 | 4 | 5 |
| I would recommend this presentation to others. | 1 | 2 | 3 | 4 | 5 |

What did you like about the program? _____

What aspects of the program could be improved? _____
