Interactive Health Fair for Seniors

Purpose:
The purpose of the interactive health fair is to examine a multitude of social, cultural, historical and economic and political characteristics in aging. Many of the encounters experienced with older adults while in nursing school are with acute or chronically ill older adults. This interactive health fair gives students an opportunity to engage healthy, community-dwelling older adults. All of the topics presented are focused on health promotion/health prevention topics.

Core Geriatric Competencies/ Objectives:
1. Communicate effectively, respectfully, and compassionately with older adults and their families.
2. Incorporate into daily practice valid and reliable tools to assess the functional, physical, cognitive, psychological, social, and spiritual status of older adults.
3. Analyze the effectiveness of community resources in assisting older adults and their families to retain personal goals, maximize function, maintain independence, and live in the least restrictive environment.
4. Apply evidence-based standards to screen, immunize, and promote healthy activities in older adults.
5. Involve, educate, and when appropriate, supervise family, friends, and assistive personnel in implementing best practices for older adults.

Group Presentation:

At the event, all group members are expected to engage the older adult participants and discuss the presented topic. This is an opportunity to practice teaching skills with older adults as well as communication skills.

Presentation Topics:

If your topic has an accompanying document from the Try This series, it is expected that this screening tool is part of your presentation media/ handouts. Student should use principles of teaching older adults when conceptualizing the project.

1. Health Care Assistive Technologies
   - Overview of latest technologies to assist older adults in maintaining healthy and independent lifestyles. Possibilities include: Medication prompts, robotics, safety alarms, & GPS tracking devices ~ what’s the latest and greatest for helping seniors “age in place”.

2. Bladder Health
   - Overview of the types of urinary incontinence and strategies to improve bladder function. Tips of how to talk to one’s health care provider, effective interventions, and identification of resources.

3. Nutrition in Aging
   - How to maintain or improve nutritional intake at meals and provide a quality mealtime experience. Importance of social, cultural and personal preferences.

4. Oral Health Care
   - Recommendations for oral screening and oral care for adults over 65 with natural teeth and dentures. Integral part of overall health that is often overlooked.

5. Skin Health
   - Tips to prevent skin tears, recommendations for screening of skin cancers.

6. Falls Prevention
   - How to conduct a home safety assessment, and tips to reduce risk of falling.

7. Optimizing Sleep
Education on principles of sleep hygiene and common sleep disorders associated with aging.

8. The Aging Brain ~ Preventing cognitive impairment
   - Screening for MCI and education of the importance of early detection and intervention. Identification of resources and role of cognitive training.

9. Geriatric Depression
   - One of the most commonly missed problems with older adults. Signs and symptoms of depression in older adults, screening and interventions.

10. Osteoporosis – Prevention and Risk Reduction
    - Recommended frequency of DEXA scans to detect osteopenia and osteoporosis, role of calcium in prevention and treatment, and prevention of adverse events (e.g., falls with fracture).

11. Recommended Primary Prevention Activities for Adults 65 and older
    - Overall compilation of recommended immunizations, cancer screenings, vision and hearing screenings, and promotion of diet/ exercise to improve quality of life.

12. Games in Health
    - How games are being used to promote mental and physical exercise in older adults through virtual games (Wii Fitness, Wishy Washy, Dance Revolution, iToy, etc.)

The presentation should include:
(1) Description of the issue (demographics, prevalence rates, anticipated trends, etc.);
(2) Social implications/ Significance of the problem (significance of the problem, why is this an important topic for community dwelling older adults, economic impact);
(3) Description of the effects of the problem on the population-based health of the community (link problem to Healthy People 2010);
(4) Identification of community partners/ resources;
(5) Evidence-based interventions, and
(6) References.

Sample Poster layout: **Use a tri-fold posterboard.**

<table>
<thead>
<tr>
<th>Description of the Issue</th>
<th>Effects on population: HP 2010 linkage</th>
<th>Social Implications/ Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence-based interventions</td>
<td>Community Partners/ Resources</td>
<td>References</td>
</tr>
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</table>
Presentations are encouraged to be *interactive*, engaging with older adult and student audiences. Our goal is to provide useful information both for seniors as well as to students (outside of the assigned readings in your textbook). Use the **grading rubric** to guide the organization of your poster presentation.

### Group Project Grading Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Organization</th>
<th>Content</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Clearly and accurately introduces, defines and describes content. Gains attention at beginning, and provides good summary at end. Easy to follow, clear transitions, cohesive group presentation.</td>
<td>Informative, thorough, relevant, clearly researched. Demonstrates excellent integration of concepts from course materials. Clearly understood, meets the purpose of the assignment.</td>
<td>Demonstrates strong group cohesiveness. Uses 3 visual aids (poster, handouts, video, etc.). Uses appropriate body language, voice, grammar and vocabulary appropriate to an upper division course.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Clearly and accurately introduces, defines and describes content. Gains attention at beginning, and provides good summary at end. Minor difficulty following, but uses clear transitions and cohesive group presentation.</td>
<td>Informative, thorough, relevant, clearly researched. Demonstrates good integration of concepts from course materials. Clearly understood, meets the purpose of the assignment.</td>
<td>Demonstrates good group cohesiveness. Uses 2 visual aids. Uses appropriate body language, voice, grammar and vocabulary appropriate to an upper division course.</td>
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<tr>
<td><strong>C</strong></td>
<td>Somewhat clearly and accurately introduces, defines and describes content. Gains attention at beginning, and provides good summary at end. Moderate difficulty following, but uses clear transitions and cohesive group presentation.</td>
<td>Informative, somewhat thorough, relevant, not clearly researched. Demonstrates some integration of concepts from course materials. Clearly understood, somewhat meets the purpose of the assignment.</td>
<td>Group cohesiveness is not evident. Uses 1 visual aid. Uses appropriate body language, voice, grammar and vocabulary appropriate to an upper division course.</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Lacks clear and accurate introduction, definition and description of content. Introduction and conclusion are muddled. Considerable difficulty following, without clear transitions and cohesive group presentation</td>
<td>Moderately informative, somewhat thorough and relevant, not clearly researched. Demonstrates some integration of concepts from course materials. Clearly understood, somewhat meets the purpose of the assignment.</td>
<td>Group cohesiveness is not evident. Uses 1 visual aid. Has difficulty using appropriate body language, voice, grammar and vocabulary appropriate to an upper division course.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>Lacks clear and accurate introduction, definition and description of content. Introduction and conclusion are muddled. Considerable difficulty following, without clear transitions and cohesive group presentation</td>
<td>Little information relevant to course materials. No evidence of research, or integration of course content. Lacks clarity, or evidence that presenters understood the purpose of the assignment</td>
<td>Group cohesiveness is not evident. Uses 1 or no visual aid. Has difficulty using appropriate body language, voice, grammar and vocabulary appropriate to an upper division course.</td>
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2011