

Study Guide for Exercise, Aging and Older Adults: U.S. Physical Activity Guidelines (2nd ed)

A self-study continuing education course providing 8.5* Category 1 NCHEC CECHs for CHES® and MCHES® (includes 3.5 advanced CECHs for MCHES®)


General Information	<p>Instructor: Jim Grizzell, MBA, MA, MCHES®, ACSM-EP-C, F-ACHA Email: jimgrizzell@healthedpartners.org Phone: 909-856-3350 (cell, please call between 8 am - 9 pm PT) Project Tools: All materials available online</p>
Course Description	<p>Directed Self-Study: a learning experience skill development to meet CHES®/MCHES® competencies to promote older adult physical activity. These include:**</p> <ul style="list-style-type: none"> • Assess existing data related to health and older adult physical activity • Analyze relationships among sedentary and physical activity behaviors • Determine needs for health education/promotion based on assessment findings, and synthesize findings from systematic reviews • Identify desired outcomes using the needs assessment results • Develop materials and resources to implement physical activity to reduce falls and frailty; and improve physical function, brain health, cognition • Serve as a health education/promotion resource person <p>The participant tailors portions of the learning experience by selecting materials to study the Physical Activity Guidelines for Americans (2nd edition) for older adults. Studying is self-paced without regard to time or location.</p>
Course Goals	The participant will be able to act as a knowledgeable resource person on the application of the Physical Activity Guidelines for Americans .
Course Requirements	<p><u>Study Materials:</u> Development of Healthy People 2030 web pages and documents <u>Test</u> (14 Y/N & T/F, 19 multiple choice, 7 short answer, passing ≥70% correct) <u>Course Evaluation</u> (included after last question of the test)</p>
<p>The course will be done electronically using the email and the web using links in the Study Guide Study Guide: www.healthedpartners.org/ceu/olderadultpa/olderadultpastudyguide.pdf Test: https://www.surveymonkey.com/r/olderadultpa</p>	
Course Completion Certificate	Course completion certificate for 8.5 CECHs (includes 3.5 advanced hours) for the National Commission on Health Education Credentialing and 8.0 CPE for Commission for Dietetics Registration will be awarded if a score of ≥70% is achieved and Course Evaluation is completed. Payment of fee is required.

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* Continuing education hours are based on reading speed of 250 words per minute and two minutes per slide.


** CHES®/MCHES® competencies, sub-competencies addressed in the course are listed pages 6-7.

Health Education Partners	National Commission for Health Education Credentialing, Provider #100538	
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Estimated Time	Objectives and Assignments
~0.5 hour	<p>Introduction</p> <ul style="list-style-type: none"> Review this Study Guide, instructions for taking the test and receiving credit
~0.5 hour	<p>Section 1: Physical Activity Guidelines for Americans (2nd ed) Introduction</p> <p>After studying the materials, the participant will be able to:</p> <ul style="list-style-type: none"> State the purpose of the Physical Activity Guidelines for Americans Describe the evolution and process of the Guidelines Answer questions asked about the Guidelines <p>Assignments</p> <ul style="list-style-type: none"> Read/study <ul style="list-style-type: none"> Physical Activity Guidelines home page - https://health.gov/our-work/physical-activity <ul style="list-style-type: none"> Don't click on the "News & Announcements" Read more button, Do read the "News & announcements" from February 20, 2019 at https://health.gov/news/news-and-announcements/2019/02/new-physical-activity-guidelines-resource-available. Don't download the presentation" that linked from the web page (it's covered later in the course). Don't follow links to the "Our Initiatives" yet (they are covered in the next sections). Skip "our blog." (~3 min) About the Guidelines - https://health.gov/our-work/physical-activity/about-physical-activity-guidelines <ul style="list-style-type: none"> Purpose, Evolution and Process - https://health.gov/our-work/physical-activity/about-physical-activity-guidelines (~8 min) Q&A - https://health.gov/our-work/physical-activity/about-physical-activity-guidelines/questions-answers (~10 min)
<p>~2.0 hours</p> 	<p>Section 2a: Current Guidelines</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> Describe current guidelines organization Explain the key guidelines for older adults Describe how physical activity can be made safe for older adults Explain the evidence-based methods to promote regular physical activity <p>Assignments</p> <ul style="list-style-type: none"> Read/study <ul style="list-style-type: none"> Current Guidelines - read the text on the page https://health.gov/our-work/physical-activity/current-guidelines (~3 min) Executive Summary - https://health.gov/sites/default/files/2019-10/PAG_ExecutiveSummary.pdf (~7 min) Introducing the Physical Activity Guidelines for Americans (2nd edition). PowerPoint presentation (pptx & pdf) you can use to help promote the Guidelines to other professionals. https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition_Presentation.pptx or PDF https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition_Presentation.pdf (41 slides, ~60 min)


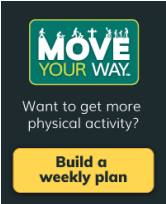
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	<ul style="list-style-type: none"> ○ NOTE: Two (2) ways to read Chapters 5, 6, and 7 – download the: <ol style="list-style-type: none"> 1. complete second edition https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf [PDF - 14.2 MB] or 2. individual chapters from links below. ○ Chapter 5. Active Older Adults – www.healthedpartners.org/ceu/olderadultpa/ch5olderadults.pdf (~20 min) ○ Chapter 6. Additional Considerations for Some Adults – www.healthedpartners.org/ceu/olderadultpa/ch6considerations.pdf (~15 min) ○ Chapter 7. Active and Safe – www.healthedpartners.org/ceu/olderadultpa/ch7activesafe.pdf (~9 min) ○ Top 10 Things to Know - https://health.gov/our-work/physical-activity/current-guidelines/top-10-things-know ○ Media Resources – just read text on the page. For the course you don't need to download the PAG policy document cover, a jpg image. https://health.gov/our-work/physical-activity/current-guidelines/media-resources (~3 min)
<p>~1.5 hours</p> <p>(picture of 2018 Physical Activity Guidelines Advisory Committee Scientific Report cover)</p> 	<p>Section 2b: Scientific Report</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • Describe and explain the results in the Science Base chapter on older adults <p>Assignments</p> <ul style="list-style-type: none"> • Read/study – <ul style="list-style-type: none"> • Scientific Report web page - https://health.gov/our-work/physical-activity/current-guidelines/scientific-report (~5 min) • Part F. The Science Base, Chapter 9. Older Adults [PDF – 1.5 MB] - https://health.gov/sites/default/files/2019-09/15_F-9_Older_Adults.pdf (~80 min) • Public Comments web page - https://health.gov/paguidelines/pcd/ NOTE: health.gov web site was reorganized early in March 2020. This web page does not appear to have the old or a new link. (~3 min)
<p>~2.5 hours</p>	<p>Section 2c: Advisory Committee</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • Describe the Charter and Charge of the Advisory Committee • List the committee members and consultants, and their background and experience • Describe the history and trends of physical activity recommendations and guidelines, including the state of physical activity in American • Explain the process of identifying data, assessing needs, synthesizing assessment findings, and applying findings during all five meetings • Describe the partners and stakeholders involved in developing resources <p>Assignments</p> <ul style="list-style-type: none"> • Read/study/view each of the five presentations and the Final Report <ul style="list-style-type: none"> ○ Committee Charter and Charge <ul style="list-style-type: none"> • Charter - https://health.gov/sites/default/files/2019-11/2018-PAGAC-charter.pdf (~7 min) • Charge - https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/resources/charge-2018-physical (~2 min) ○ Committee Members – https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee (~2 min)

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- **Loretta DiPietro, PhD, MPH**, Aging Subcommittee Chair - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/loretta-dipietro> (~2 min)
 - **GWU Bio** - <https://publichealth.gwu.edu/departments/exercise-and-nutrition-sciences/loretta-dipietro> (~3 min)
- **Subcommittees** – <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/subcommittee-members> (~2 min)
- **Consultants** – <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/consultants> (~10 min)
- **Public Meetings** – <https://health.gov/paguidelines/second-edition/meetings/> (~2 min)
 - **NOTE:** Two (2) ways to read the Summary for each meeting text from the Aging Subcommittee:
 - Download/open each Summary document and find the pages listed below **or** download this pdf file which has the Meeting 1 summary and selected pages for the Aging Subcommittee summaries for meetings 2, 3, 4, and 5 in one pdf file www.healthedpartners.org/ceu/olderadultpa/aging-subcomm-summaries.pdf
 - **Meeting 1** - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-1> (~2 min)
 - **Summary** – reading all pages - <https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-1-Summary.pdf> (~11 min)
 - **Presentation** – History of Physical Activity Recommendations and Guidelines for Americans <https://health.gov/sites/default/files/2019-11/History-of-Physical-Activity-Recommendations-and-Guidelines-for-Americans.pdf> (22 slides, 44 min)
 - Presentation (**NOTE:** viewing is optional, not included in credit hours) – The State of Physical Activity in America - <https://health.gov/sites/default/files/2019-11/The-State-of-Physical-Activity-in-America.pdf> (30 slides, ~60 min)
 - **Meeting 2** - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-2> (~2 min)
 - **Summary** – read only Aging Subcommittee text on page 4 https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-2-Summary_0.pdf (~3 min)
 - Presentation – (**NOTE:** viewing is optional, not included in credit hours) – Aging Subcommittee Presentation - <https://health.gov/sites/default/files/2019-11/03-Aging.pdf> (9 slides, ~18 min)
 - **Meeting 3** - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-3> (~2 min)
 - **Summary** – read only Aging Subcommittee text on page 7 - <https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-3-Summary.pdf> (~3 min)
 - Presentation - (**NOTE:** viewing is optional, not included in credit hours) – Aging Subcommittee Presentation - <https://health.gov/sites/default/files/2019-11/09-Aging.pdf> (23 slides, ~46 min)
 - **Meeting 4** - <https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-4> (~2 min)

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	<ul style="list-style-type: none"> • Summary – read only Aging Subcommittee text on pages 26 – 28 - https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-4-Summary.pdf (~5 min) • Presentation - (NOTE: viewing is optional, not included in credit hours) – Aging Subcommittee Presentation - https://health.gov/sites/default/files/2019-11/10-Aging-SC-Presentation.pdf (22 slides, 44 min) • Meeting 5 - https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/public-meetings/meeting-5 (~2 min) <ul style="list-style-type: none"> • Summary - read only Aging Subcommittee text on pages 24-26 and 36-37 - https://health.gov/sites/default/files/2019-11/PAGAC-Meeting-5-Summary.pdf (~10 min) • Presentation - (NOTE: viewing is optional, not included in credit hours) – Aging Subcommittee Presentation - https://health.gov/sites/default/files/2019-11/08-Aging-SC-Presentation.pdf (89 slides, 178 min) ○ Resources - https://health.gov/our-work/physical-activity/current-guidelines/advisory-committee/resources (~3 min) ○ Federal Partners and Initiatives - https://health.gov/our-work/physical-activity/current-guidelines/federal-partners-initiatives (~3 min)
<p>~1.0 hours</p>  	<p>Section 3: Move Your Way Campaign</p> <p>After studying the material in this section, the participant will be able to:</p> <ul style="list-style-type: none"> • Describe the materials and resources for implementing older adult physical activity programs • Apply the interactive Activity Planner tool by making a “Your physical activity plan this week” <p>Assignments</p> <ul style="list-style-type: none"> • Read/study – <ul style="list-style-type: none"> • Move Your Way Campaign Materials – https://health.gov/our-work/physical-activity/move-your-way-campaign (~5 min) • Fact Sheets – https://health.gov/our-work/physical-activity/move-your-way-campaign#factsheets (~3 min) <ul style="list-style-type: none"> • Older Adults Fact Sheet – https://health.gov/sites/default/files/2019-11/PAG_MYW_OlderAdults_FS.pdf (~4 min) • Fact Sheet for Health Care Providers https://health.gov/sites/default/files/2019-11/PAG_MYW_HCP_FS.pdf (~4 min) • Posters - https://health.gov/our-work/physical-activity/move-your-way-campaign#posters <ul style="list-style-type: none"> • Older Adult Poster - https://health.gov/sites/default/files/2019-11/PAG_MYW_OlderAdult_Poster.pdf • Videos - https://health.gov/our-work/physical-activity/move-your-way-campaign#videos • Mover Your Way web site - https://health.gov/moveyourway/ <ul style="list-style-type: none"> • For Adults - https://health.gov/moveyourway/#adults (~2 min) • Ready to get started? “Use our interactive tool - https://health.gov/MoveYourWay/Activity-Planner/ <ul style="list-style-type: none"> • Plan your week – from Let’s go! button - https://health.gov/MoveYourWay/Activity-Planner/activities/ (~30 min to plan your activities for a week) – to answer a test question be prepared

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	<p>to describe “Your physical activity plan this week” after you used the Activity Planner. Be able to state personalized activity settings, minutes & types of aerobic activity, and days & types of strengthening activities. You can plan activities on a cell phone or computer. After you create a plan click on the Review your week at the bottom of the column of your activities).</p> <ul style="list-style-type: none"> • Watch the video “Stick with it! Move Your Way: Tips for Getting Motivated (https://youtu.be/0i1ICNHaxhs) From web page reviewing your plan. (~3 min) • Read the eight (8) tips from the web page reviewing your plan – click on the See more tips button (~5 min) • Partner Promotion Toolkit - https://health.gov/our-work/physical-activity/move-your-way-campaign/partner-promotion-toolkit (read text and view the sample social media messages, graphics, and GIFs, ~10 min) <ul style="list-style-type: none"> • For older adult audiences – Review the text and pictures for the Twitter Content for Older Adult Audience https://health.gov/our-work/physical-activity/move-your-way-campaign/partner-promotion-toolkit#olderadult (~3 min)
~1.0 hour	<p>Take 38 Question Test and Complete the Course Evaluation Evaluation questions are included after the last test question.</p> <p>The test has 30 questions (4 true/false, 19 multiple choice questions, and seven short answer (≤50 word) questions). To get the five points for answering the short answer questions be sure to click “Yes” on the question following the text box.</p> <p>Name, Certification & ID#, Email Address: Be sure provide your name and CHES/MCHES or other certificate type plus ID/registration number that should be on your completion certificate. Give email address so your completion certificate can be emailed to you.</p> <p>How to Take the Test: You can go back and change answers even after you complete the test. You can "Exit" the test and return to answer more questions (only on this device (computer, laptop, cell phone; a cookie allows this).</p> <p>After the last test and course evaluation questions you will see your score with percent correct and test answers, and summary of responses of other test takers. If you scored less than 70% you can retake the test.</p> <p>Notifying Health Education Partners of Test Completion: After you complete the test a notification is automatically sent to Health Education Partners (but it arrives day after you complete the test). To ensure, however, Health Education Partners knows you completed the test complete the short form on the web page you will be taken to after clicking the last "Done" button. The link to that web page is: http://www.healthedpartners.org/verify-course-completion.html.</p> <p>Completion Certificates: They are usually emailed to participants within 72 hours (most often same day) after notification the test was completed.</p> <p>Complete the test online at this link: https://www.surveymonkey.com/r/olderadultpa</p> <p>If you have any questions, contact Jim Grizzell at jimgrizzell@healthedpartners.org.</p>

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NCHEC and CDR Competencies Addressed in the Course

National Commission on Health Education Credentialing (NCHEC) Competencies*

Area 1: Assess Needs, Resources, and Capacity for Health Education/Promotion

- 1.1 Plan assessment process for health education/promotion
- 1.2 Access existing information and data related to health
 - 1.2.2 Establish collaborative relationships and agreements that facilitate access to data
- 1.4 Analyze relationships among behavioral, environmental, and other factors that influence health
- 1.7 Determine needs for health education/promotion based on assessment findings
 - 1.7.1 Synthesize assessment findings
 - 1.7.4 Develop recommendations for health education /promotion based on assessment findings

Area II: Plan Health Education/Promotion

- 2.2 Develop goals and objectives
- 2.3 Select or design strategies/intervention
 - 2.3.2 Assess efficacy of various strategies/interventions to ensure consistency with objectives
 - 2.3.3 Apply principles of evidence-based practice in selecting and/or designing strategies/interventions
- 2.4 Develop a plan for the delivery of health education/promotion
 - 2.4.2 Identify the resources involved in the delivery of health education/promotion
 - 2.4.8 Develop a process for integrating health education /promotion into other programs when needed

Area III: Implement Health Education/Promotion

- 3.1 Coordinate logistics necessary to implement plan
 - 3.1.2 Develop materials to implement plan
 - 3.1.3 Secure resources to implement plan
- 3.4 Monitor implementation of health education/promotion

Area IV: Conduct Evaluation and Research Related to Health Education/Promotion

- 4.3 Select, adapt and/or create instruments to collect data
 - 4.3.1 Identify existing data collection instruments
- 4.7 Apply findings
 - 4.7.4 Incorporate findings into program improvement and refinement

Area V: Administer and Manage Health Education/Promotion

- 5.3 Manage relationships with partners and other stakeholders
 - 5.3.2 Facilitate discussions with partners and other stakeholders regarding program resource needs

Area VI: Serve as a Health Education/Promotion Resource Person

- 6.1 Obtain and disseminate health-related information
- 6.3 Provide advice and consultation on health education/promotion issues
 - 6.3.3 Provide expert assistance and guidance

Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion and the Profession

- 7.1 Identify, develop, and deliver messages using a variety of communication strategies, methods and techniques
 - 7.1.7 Deliver messages using media and communication strategies
 - 7.4.9 Serve as a mentor to others in the profession
 - 7.4.11 Engage in service to advance the profession

MCHES® Advanced Level color key: **Advanced – 1**, **Advanced – 2**

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* **Areas of Responsibility and Competencies for Health Education Specialists (HESPA 2015)** available at this link: www.nchec.org/responsibilities-and-competencies and www.nchec.org/assets/2251/hespa_competencies.pdf

Commission on Dietetics Registration (CDR) Competencies

NOTE: Course not approved yet for RD/DTR continuing professional education (CPE) credit.

Sphere 3 Leadership and Advocacy

Competency 3.2 Advocates and challenges others to take action to advance the profession.
Performance Indicator 3.2.6 Communicates with policymakers to influence decisions that impact advancement of the profession.

**Learning
Need Code**

1070 Leadership, critical and strategic thinking

Sphere 12 Community and Population Health

Competency 12.1 Advocates for health and disease prevention in the community and population.
Performance Indicator 12.1.4 Influences legislation, regulation, and policy changes to impact nutrition in the community.

**Learning
Need Code**

4010 Community intervention, monitoring, and evaluation
4020 Community program development

Additional Optional Materials

Presentation

Tools to Create a Healthy Aging Exercise Program - Evidence-Based and Evidence-Informed Guidelines

Presentation (PPT & pdf formats) and Handout (pdf) are at: <http://www.healthedpartners.org/ceu/pa-healthyaging/>

S M A R T SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-BOUND	Aerobic			Strength			Flexibility & Balance					
	Frequency	Intensity	Time	Type	Frequency	Intensity	Time	Type				
	≥3 days per week, trend to ≥5 days per week *	Moderate to vigorous **	≥150 minutes/week (moderate-intensity) ***	Rhythmic, continuous physical activity	≥2 days week	50% to 80% of 1RM ****	5 to 30 repetitions, 3 to 14 seconds/rep, 1 to 3 sets	Body & external weights; all muscle groups *****	2 to 3 days per week	To point of light to mild tension	10 to 40 seconds per stretch or position	Stretch, balance, yoga, all major muscle groups

Presented at Rossmoor Retirement Community (Walnut Creek, CA) – June 2018
~10,000 residents, over 55 years older, average age = 77

<https://rossmoor.com/>

<https://rossmoor.com/residents/fitness-center/>

<https://www.ticfitnesscenter.com/>

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Feel free to use and adapt the PowerPoint and handout. Let Jim Grizzell know how you use it (jimgrizzell@healthedpartners.org).

Jim is a member of the Rossmoor Fitness Center Advisory Committee.

Healthy People 2020 and Healthy People 2030

Healthy People 2020

<https://www.healthypeople.gov/>



- **Topic Areas**
 - Older Adults <https://www.healthypeople.gov/2020/topics-objectives/topic/older-adults>
 - Physical Activity - <https://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity>

Healthy People 2030 (being developed)

<https://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030>



- **Proposed Objectives**
 - https://www.healthypeople.gov/sites/default/files/ObjectivesPublicComment508_1.17.19.pdf
- Exercise related proposed objectives are:
 - Increase the proportion of older adults with reduced physical or cognitive function who engage in light, moderate, or vigorous leisure-time physical activities
 - Reduce the rate of emergency department visits due to falls among older adults