

**MGH Institute of Health Professions
Community Project Fund Annual Review: AY13-14**

1. Title of Project: Influenza in the Elderly: It's Effects and Prevention

Student Name(s): Allyssa Routzahn, Ravinderjit Chandi, Alison Fearon, Merci Mutonyi, Katie Parker and Ryan Zapata

Course: NS-521 Community Nursing Principles and Theories, Fall 2013

Brief Description: The purpose of this project was to inform our participants at the North Shore PACE program about the benefits of getting the seasonal influenza vaccine as well as preventative measures participants can take in order to protect themselves. We held eight presentations: six presentations at the PACE sites and two given to the home health aides that work at PACE. We had interventions for primary, secondary, and tertiary preventions in our presentations. Primary prevention was education about the virus, prevention techniques, and vaccination. With the grant money, we made our own large posters and quarter-sheet handouts with take home information included on the hand sanitizers and water bottles. We used Health People 2020 to evaluate and compare the PACE population with the U.S. population. The goal of healthy People 2020 was to have an increase in the percentage of non-institutionalized adults aged 65 years and older who are vaccinated annually against the seasonal flu. Healthy People 2020's target is to have 90% of the population aged 65 and older to be vaccinated. Here is a summary of our findings:

- Beverly PACE:
 - Before presentation: 50 out of 60 participants vaccinated.
 - After presentation: 57 out of 60 participants vaccinated.
 - 14% increase in vaccinations (95% overall)
 - Limitations: Small sample size, not all participants are present on the same days (230 total participants)
- Gloucester PACE:
 - Before Presentation: 39 out of 50 vaccinated
 - After Presentation: 46 out of 50 vaccinated
 - 16% increase in vaccinations (92% overall)
 - Limitations: Small sample size, not all participants present on the same days (118 total number of participants)
- Lynn PACE Sites:
 - Friend St
 - Market St
 - School St
 - Buffum St
- 205 participants combined heard presentation.
- 181 of them vaccinated prior to presentation (88.2%)
- 197 of them vaccinated after presentation.
- 8.9% increase in vaccinations (96% overall)

As you can see, PACE has met the *Healthy People* 2020 goal of vaccinating over 90% of the PACE population for the 2013-2014 flu season. We believe our education and interventions have impacted the PACE community and its employees about the influenza virus and vaccine. Continuous education about the influenza virus can impact vaccine rates and health overall.

- 2. Title of Project:** Community of Concern: Norwell/Hingham NVNA and Hospice Clientele: Preventing COPD/Asthma rehospitalization through the correct use of inhaler, nebulizers and respiratory medications.

Student Name(s): Mary Temesta, Fiordalia Ramos, Laura Rosario, Benjamin Grosberg, Larissa Basque

Course: NS-521 Community Nursing Principles and Theories, Fall 2013

Brief Description: The purpose of this project was to educate the patients and employees of the Norwell VNA on the correct usage of inhalers, nebulizers, and respiratory medications to prevent COPD/Asthma hospitalizations. After presenting this project to the class and the Norwell VNA, we have successfully educated them in the proper use of a MDI with a spacer. The spacer is an important aspect of administering the require dosage in the community of Norwell VNA, which consist of elderly population. Due to the aging process, the use of inhalers are difficult and require hand-eye coordination, which is deteriorating as age increases making it difficult for the elderly to handle an inhaler. The benefits of adding a spacer will allow for a larger and easier to handle device to hold the medication with a longer period for the patient to inhale the required dosage. In conclusion, as a group we presented our findings and educational guide to the nurses at the Norwell VNA and our class. The nurses at the Norwell VNA were happy and pleased to see an additional easy to ready with simple language step by step handout for the clients/patients they care for. All in all, we hope that our research and work can educate the community of Norwell VNA and reduce the hospitalization of patients/clients who use inhalers for their diagnosis of COPD or asthma.

- 3. Title of Project:** Bullying Prevention at Boys & Girls Club at Yawkey Way

Student Name(s): Shaela Burton, Tori Corcoran, Steven Hyon, Laura Moriarty, Kendra Niles and Erin Quinlan

Course: NS-521 Community Nursing Principles and Theories, Fall 2013

Brief Description: The goal of our intervention was to increase bullying awareness by building interpersonal skills and strengthening social connections among Boys & Girls Club [BGCB] members and staff over a six-week period. Each week, children took part in short interventions, each of which had an individual objective. We evaluated the effectiveness of our program in the short- and long-term. We found that our intervention was effective at improving knowledge about bullying among members and staff, and helped to improve communication and social connections. By the end of the six weeks, the kids verbalized an understanding of bullying and its repercussions. Additionally, we saw improvements in their communication and teamwork skills. Finally, we ensured the project will be sustainable at the club by providing anti-bullying information sheets for staff people (so they know what to do when they see bullying), as well as purchasing the Stop Bullying Toolkit. The club plans to use the Toolkit to screen the enclosed documentary club-wide and hold a discussion about it.

Unfortunately, due to club rules, we were not permitted to use photos of the kids outside the club. Therefore, I am unable to attach pictures from events.

- 4. Title of Project:** Center Club Members and Homelessness Prevention

Student Name(s): Caileigh Pedroza, Kara Levy, Cale Potter, Meagan Flaherty, Katie Moerlein and Sarah Gebrekristos

Course: NS-521 Community Nursing Principles and Theories, Fall 2013

Brief Description: For our project we developed a pamphlet containing information about responsible living in independent situations. We included things like tips for preparing an apartment for inspection, a page of resource phone numbers, such as utilities, landlord, and maintenance, and general maintenance and safety tips. We also included a schedule that each person could fill out themselves with important deadlines like rental due date, utilities, trash pickup, and inspection dates. We also included a list of food banks and shelters, which Center Club members expressed interest in having included. This pamphlet will be available to all Center Club members, which is currently about 400 people. We printed 125 pamphlets (as many as our funds allow) and we gave a digital copy to the Center Club staff so that they can print more at a later time.

5. **Title of Project:** Bullying Prevention at Boys & Girls Club at Yawkey Way
Student Name(s): Shaela Burton, Tori Corcoran, Steven Hyon, Laura Moriarty, Kendra Niles, Erin Quinlan
Course: NS-521 Community Nursing Principles and Theories, Fall 2013
Brief Description: The goal of our intervention was to increase bullying awareness by building interpersonal skills and strengthening social connections among Boys & Girls Club [BGCB] members and staff over a six-week period. Each week, children took part in short interventions, each of which had an individual objective. We evaluated the effectiveness of our program in the short- and long-term. We found that our intervention was effective at improving knowledge about bullying among members and staff, and helped to improve communication and social connections. By the end of the six weeks, the kids verbalized an understanding of bullying and its repercussions. Additionally, we saw improvements in their communication and teamwork skills. Finally, we ensured the project will be sustainable at the club by providing anti-bullying information sheets for staff people (so they know what to do when they see bullying), as well as purchasing the Stop Bullying Toolkit. The club plans to use the Toolkit to screen the enclosed documentary club-wide and hold a discussion about it.

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6. **Title of Project:** Hydration and Nutrition
Student Name(s): Billie Seet, Tiffany Vassell, Jennifer Lackett, Urszula Osborne, Shannah Hampton
Course: NS-521 Community Nursing Principles and Theories, Fall 2013
Brief Description: Our intervention included a 30-minute interactive presentation on nutrition and hydration geared toward the specific population of elders at the Rogerson House Adult Day Health Program. The clients at the Rogerson House exhibited a range of cognitive and physical impairments, most notably mobility issues, dementia, hypertension and diabetes. The goal of our presentation was to educate and empower the clients to make positive decisions regarding their health. Along with the presentation, we provided the clients with brochures containing the most important points of our presentation and a large poster illustrating appropriate portion sizes. We concluded our intervention with a two-part evaluation on the impact made on the clients. The presentation included five separate sections, with each of us taking on a 5-minute segment to discuss a relevant topic. Topics included portion control, salt reduction (hypertension), sugar reduction (diabetes), fiber

intake and hydration. Each group member engaged with the audience through asking questions and requesting examples and inquiries from audience members. We found that the clients of the Program I were very engaged and excited by the presentation, asking thoughtful questions and offering up relevant personal stories. Our goal was to help clients understand that their everyday choices can either have a positive or negative impact on their health and quality of life. What we found was that the clients desire to be active participants in their health. Clients were open and enthusiastic about learning and admitted that they wanted to make changes. Following the presentation we were pleased to find that several clients became proactive in their own health and implemented some of our suggestions into their daily lives.

7. Title of Project: Health Promotion at Ferrin Street in Charlestown

Student Name(s): Alicia Shipalowski, Lauren Garcia, Stephanie Woods, Lucy Geyer, Kaleigh Gilpin

Course: NS-521 Community Nursing Principles and Theories, Fall 2013

Brief Description:

10/29/13: Nutrition Lecture and “Make Your Own Trail Mix” Activity

Our group educated the residents at 100 Ferrin Street about healthy eating habits and benefits of several vitamins/minerals. We also did an overview on how to read nutrition labels with examples (i.e. avoid high fat, high calorie foods, etc.). After our overview and Q & A session, we had supplies for the residents to make their own healthy trail mix. Ingredients included cheerios, chocolate chips, cashews, almonds, peanuts, raisins, and raisins. The residents were very interested in making their own trail mix and taking a bag of it home with them. They asked quite a few questions on pros and cons of various foods and were all attentive to our answers. This activity successfully brought on awareness of nutrition and healthy eating with the residents at 100 Ferrin Street.

11/5/13: Stress Relief Lecture and “Make Your Own Potpourri” Activity

Our group started the activity with a “One Minute Meditation” among the group to show benefits of taking a moment to get their thoughts together and relax. Then we provoked an interactive discussion on causes of stress, effects of stress on health, and ways to alleviate stress. We emphasized that using senses helps calm anxiety and stress, such as touch, smell, and sight. We had all the ingredients to make potpourri – mason jars, pine cones, rose petals, lavender, cinnamon, cloves, orange peels and lemon peels. As we went through the activity we explained the health and stress relieving benefits of each of the ingredients going into the potpourri mixture. This was a successful activity to bring awareness to the negative effects of stress on health. The residents profoundly thanked us for this week’s activity because they were interested in learning about the stress relieving tips and thought the potpourri was a fun, interactive activity that they could take home with them.

8. Title of Project: Health Promotion: Reducing Stress in Vulnerable Communities

Student Name(s): Meghan Bertos, Claudia Ascencio, Clarise Amoah, Kimberly Philopena, Sunceri Burke, Ana Contreras

Course: NS-521 Community Nursing Principles and Theories, Fall 2013

Brief Description:

The blood pressure clinics, along with the stress and relaxation workshops we provided at the Women’s Lunch Place (WLP) focused on how stress can exacerbate certain illnesses and diseases. We collected weekly data and obtained the following results: 57 individual

women were seen, 76 blood pressure checked, 21 referrals made to Women of Means, 13 women had their blood pressure checked and attended a relaxation session, and 27 women attended one or more relaxation sessions. In addition to talking about stress and how it plays a role in illness and disease, we performed a progressive muscle relaxation technique and incentives at the end of each workshop. We used several methods in order to evaluate our intervention. We created a poster that had a scale drawn on it that allowed the guests to rate their level of stress before the session between 0 and 10. We also wanted to evaluate how the progressive muscle relaxation affected the body of the guest. We had the guests measure their pulse before and after the progressive muscle relaxation and collected the data. In all of our activities, the stress level of the guest's decreased on an average of 1.5 points in the five out of the six sessions and the average heart rate decreased by a 2 points in all six sessions. The data showed that the intervention was successful in helping them lower both their perceived level of stress and heart rate.

We also asked the women if they thought it was important to have stress management programs available at WLP, if they found the relaxation activities helpful, and if they would be interested in participating in relaxation activities in the future. The results of the survey showed that 15/17 surveyed thought it was important to have programs available, 16/17 found the activities helpful, and 12/14 wanted to participate in similar activities in the future. Based on this survey and the many positive and supportive comments that the women submitted along with the survey, we feel that our intervention was appreciated and well received by the women at WLP and that we were effective in teaching the participants of our program techniques that they can use any time to help reduce their stress.

9. Title of Project: Biomechanics Focus Groups

Student Name(s): Shaelyn O'Reilly

Course: PT-791 Development of Health Promotions, Fall 2013

Brief Description: The goal of this project is to gather biomechanical data from subjects over the age of fifty, specifically hip and ankle range of motion and gait speed. This data will be collected in Janet Kneiss's Biomotion lab in the spring of 2014 using an 8 camera system, reflective markers on the subjects, and two force plates. Gathering normative data is necessary for future research in order to have a control to which data can be compared.

In the fall of 2013, we conducted two focus groups to help us develop a context for our research and to allow us to focus our research on specific aspects of gait. We were interested in learning more about the recreational activities, concerns about aging, and social support systems of the participants.

We recruited adults over the age of fifty from the IHP community to participate. The groups had six and nine participants, respectively, with thirteen females and two males. Several concepts emerged from our discussions: need for modification, fear of loss, role of social support, and changing priorities. We found that there was a need to modify activities for various reasons including pain, poor endurance, preventing future injury, and an awareness of certain physical limitations. Participants also discussed the likelihood of needing to modify their living environments in the future. Participants also expressed a fear of loss as they age, whether it was related to loss of cognition, mobility, control and/or vulnerability. In our discussion of social supports, we found there were definite motivators and barriers to participating in recreational activities but the same motivator for one participant could be a barrier for another. Our fourth concept related to functional and recreational activities deals with the self-identified priorities for this population and how these priorities change with aging.

The ultimate goal of the project through the summer is to collect normative data about hip/knee range of motion and/or gait speed in adults over 50 years of age for future comparative research. Based on our findings, we would be able to develop an intervention program to address any limitations, such as a stretching routine or walking program.

10. Title of Project: The Moorings Elderly Housing Project

Student Name(s): Sandy Wong

Course: PT-791 Development of Health Promotions, Fall 2013-Spring 2014

Brief Description: For our health promotions project, we worked with a community partner, The Moorings Elderly Housing Facility located in Quincy, MA, to implement an exercise program intended for the residents at the facility. The goal was to promote and encourage exercise in order to improve strength, balance, cognition, as well as their overall health. Comprehensively, the program was 7 weeks long. The first and last session included individualized screenings for each participant. The 5 weeks in between consisted of weekly 1-hour exercise classes which incorporated stretching, strengthening of the upper and lower extremities, as well as tai-chi. Each session had approximately 10-15 actively engaged participants each of whom we gave a resistance band to complete the strengthening exercises. The bands were theirs to keep so that they could complete a home exercise program similar to the exercises we did in class. At the end of the program, we gave each participant a gift bag including things such as a thank you card, stress ball, and a DVD of the exercise class to promote continued exercise on their own after the completion of the program. We also raffled off a pedometer to those participants who had perfect attendance throughout the program. Overall, the program was a success and several participants had requested that the Resident Service Coordinator at the Moorings reserve a time so that everyone could watch the DVD and complete the exercises together as a group.

11. Title of Project: Caregivers of Stroke Survivors

Student Name(s): Mora O'Malley, Greg Rosenberg, Erin Katzmark, Peggy Lin and Tara Collins

Course: PT-791 Development of Health Promotions, Spring 2014

Brief Description: The Caregivers of Stroke Survivors group met once a week for 6 weeks. The focus of this program was to decrease caregiver stress and strain and increase self-efficacy in caregivers of stroke survivors. Caregivers received a binder with resources on adaptive sports in the community, accessible travel options both internationally and domestically, accessible activities within the community for day outings, handouts on meditation exercises, yoga and low back pain prevention exercises. Sessions alternated between physical interventions such as yoga and meditation exercises, with information session on how to delve through the resources provided. A guest speaker included a Spaulding representative working with the stroke population in the Spaulding adaptive sports program. Pre-test and post-test data was collected on the first and last day and included the Modified Caregiver Strain Index and the Roland Morris Disability Questionnaire in addition to a satisfaction survey to garner further feedback on the interventions provided. We are in the stages of analyzing the data and will perform extensive data analysis over the summer, but preliminary data and verbal feedback suggest that the caregiver group were very satisfied with the interventions. The meditation and massage session was a favorite with the group.

12. Title of Project: The Arthritis Foundation Exercise Program at Chelsea Village

Student Name(s): Gloria Yi, Melson Korattiyil, Leah Mycoff, Ian Killen

Course: PT-791 Development of Health Promotions, Spring 2014

Brief Description: During the Spring 2014 semester, DPT students Ian Killen, Melson Korattiyil, Leah Mycoff, and Gloria Yi held an Arthritis Foundation Exercise Class at Chelsea Village for their Health Promotion Project. They were certified by the Arthritis Foundation and trained by Professor Linda Steiner, DPT, MS, OCS. They led classes twice a week for six weeks, with typically 8-12 participants attending each week. Each session of the exercise program consisted of an education component with topics such as arthritis information and exercise guidelines; exercises for increasing flexibility, strength, balance, and endurance; and a relaxation portion to relieve everyday stress. Together with the participants, the students were able to provide a fun and social environment that promoted exercise in a generally inactive population.

13. Title of Project: Stress Reduction in Adolescent Girls

Student Name(s): Anna LeMahieu, Sue Clark, Heather Nisbet and Jennifer McCaskie

Course: NS 664 Community Principles and Theories

Brief Description: Our project, *Stress Reduction in Adolescent Girls* aimed to increase the knowledge of the negative effects of stress on individuals' health and identify different methods to handle stress. We worked with 15 adolescent girls (aged 13-16) at the Charlestown Boys and Girls Club Teen Center for an hour every Thursday evenings. Each week, we addressed the following components of stress using hand-on activities, role-playing, and small group discussions: the physiological effects of stress on the body, the connection between risky behaviors and stress, healthy ways to communicate in relationships, and stress reduction techniques. At the end of each session, we organized games for the girls to keep them engaged and evaluate whether or not they had understood the content. We were thrilled to see that the girls were not only able demonstrate a verbal understanding of the content presented in each of the sessions, but also recall information from previous sessions. At the beginning of the semester, we had asked the girls about what incentives would motivate them to participate in our stress reduction program, and they told us that they wanted snacks. The Community Project Fund not only allowed us to provide these snacks throughout the sessions, but also made it possible for us to organize an end of the semester dinner for the girls at the teen center and create goody bags (with stress balls) to show them our appreciation for participating.

14. Title of Project: Stress Management at Sportsmen's Tennis and Enrichment Center

Student Name(s): Kate Aurigemma, Laura Bitterman, Sarah Cox, Joseph Gustin, Daniel Kahn and Carolyn Steinmets

Course: NS 664 Community Principles and Theories

Brief Description: Our clinical group identified bullying and stress management as the main problem for our aggregate. To address this problem, we made stress balls with the children. During this activity, we taught the kids to squeeze the stress balls when they are upset or feel the need to lash out. The activity went very well. The children were engaged and enthused by the concept behind the stress balls. Our group had a good conversation with them about their stressors, how they cope with stress, and healthy ways to cope with stress. In addition, we made fruit kabobs with the kids to promote healthy eating. This was our last clinical day, and we wanted to thank them for all their hard work.

15. Title of Project: Empowered Eating at Women's Lunch Place

Student Name(s): Sarah Bottomley, Ugne Aleknaite, Abigail Frydryk, Elizabeth Glennon,

April Kim, Kimberly Lofgren, Kristina Tobin

Course: NS 664 Community Principles and Theories

Brief Description: In the Spring 2014 semester, our community health clinical group implemented a nutrition education project for the guests at Women's Lunch Place, a Boston day shelter for women with comprehensive services. We planned, implemented, and evaluated a five-week nutrition education workshop series in which we focused on healthy food choices, diet and chronic disease, and mindful eating. Each week we discussed a different chronic disease, presented through a lens of empowerment and trauma-informed care, including hypertension, diabetes, depression, and promoting a healthy immune system. In each workshop, we included information on portion size, label-reading, and a food demonstration of healthy, accessible meals that the guests can prepare without access to a kitchen. With the small project grant, we were able to purchase educational materials, healthy food for demonstrations and snacks, and incentives to promote attendance.

Overall, we reached 68 women through our intervention, with an upward trend in attendance as we progressed through the semester. We also measured knowledge, attitude, and behavior change through pre- and post-tests, and we determined that there was a significant increase in nutrition knowledge as a result of the intervention. The small project grant allowed our group to purchase the materials needed to successfully reach a substantial number of guests at Women's Lunch Place and make this project successful.

16. Title of Project: Cardinal Medeiros Center Oral Health Promotion

Student Name(s): Julia Rehberg, Andrea Levine, Rachael Bochicchio, Kristen McLoughlin, Cara Mills, Brittany Pugh

Course: NS 664 Community Principles and Theories

Brief Description: Our Oral Health Care Education Intervention went well and was well received. The majority of participants had an increase on the importance and the readiness scales in terms. We met three of our five SMART objects: 90% of participants will be screened for oral health care and risk factors, 75% of participants will be screened for oral cancer by the dentist, and 75% of participants will be provided direct education on oral health. The two SMART objectives that were not met, 75% of participants will increase their rating of importance of oral health by at least 1 point on the 10 point scale and 75% of participants will increase their rating of readiness for enhanced oral care by at least 1 point on the 10 point scale, were not achieved due to the initial rating of a 10. There were twenty participants total, with eighteen participants attending all of the Oral Health Stations. Two participants made appointments during the clinic to see the Boston Health Care for the Homeless Program (BHCHP) dentist, two participants already receive dental care the Pine Street Inn, and one participant receives dental care at the VA. Additionally, fifteen participants gave their contact information to the BHCHP dentist for follow up care and appointments.

17. Title of Project: Yoga for Social Emotional Health

Student Name(s): Sarah Gregg, Courtney Halloran, Kendra Merluzzo (Scott), Hilary Price, Lindsey Skelly, Miranda Sweetloice

Course: NS 664 Community Principles and Theories

Brief Description: Of the children ages three to five presently attending the Kennedy Center Head Start, approximately 75% have experienced a serious form of trauma in their lives. Promoting social-emotional wellbeing of children through yoga in alignment with the Comfort Theory, the children will be better prepared to enter school, a goal of Healthy

People 2020. Prior to the primary intervention, 30% of children did not identify any coping mechanism and 51% of the children that mentioned a coping mechanism described a negative coping mechanism. After the yoga intervention 60% of the children identified yoga as a coping method for when they became upset or mad. In addition, many teachers reported that they would like to use yoga more frequently in their classrooms to teach emotional regulation to the children. Immediate positive outcomes were observed, and if the intervention were to continue on a regular basis, it is expected that the children would derive the positive long term benefits that yoga can lend to social-emotional wellbeing. Providing the children with positive ways to regulate their emotions that can be used throughout their lives will help facilitate their growth into healthy and happy adults. ***Taken directly from our final paper titled "Community Health Intervention: Yoga Instruction to Promote Social-Emotional Wellbeing at the Charlestown Kennedy Center" for NS664: Community Principles and Theories

18. Title of Project: Victory over Violencia

Student Name(s): Chelsey Andrea, Andrew Taylor, Chandra Miller, Tanya Morales, Jessica Pope, Elizabeth Balaconis

Course: NS 664 Community Principles and Theories

Brief Description: Our community health clinical and project will be held at Orchard Gardens K-8 School in Roxbury, MA. Feedback from a previous survey indicates that the school population could benefit from parent information sessions and workshops. We will be working with the family and community coordinators to conduct an informational workshop for parents of adolescents in grades 6-8 concerning teen violence. We will be assisting the school coordinators with their survey of the approximately 300 families to determine when they would be able to attend (with the possibility of having two different sessions). The workshop will take place at the Orchard Gardens School and will be conducted in three different languages. There is a high rate of Hispanic families as well as Cape Verdean attending the school, thus the workshop should be conducted in English, Spanish and Portuguese to reach the most families possible. We believe we will need to provide childcare to help make it possible for parents to attend the session. We are using the book *Teens Who Hurt: Clinical Interventions to Break the Cycle of Adolescent Violence* by Kenneth V. Hardy & Tracey A Laszloffy as a guide to planning the workshop. The goal is to help make parents aware of the different types of violence (more than just a weapon or a firearm) as well as to guide them on strategies to recognize and intervene with their affected teen(s).

Orchard Gardens K-8 School is working toward involving the parents in their children's education and wellbeing, as well as providing parenting resources and opportunities for collaboration. Violence, how it manifests and how to deal with it is an important topic for families to consider. To date, there have been eight murders this year (2014) in the city of Boston, compared to two at this time last year. Additionally, the school is located adjacent to Eustis Street, where there is statistically the highest number of murders committed in the city of Boston.

Overview: Our community health clinical group worked with the family liaisons at Orchard Gardens K-8 School in Roxbury to provide workshops for parents of adolescent students in grades 6-8 with a focus on teen violence and internet security. We were able to make a connection with the organization Families First, who came to the school to facilitate 4 workshops with Spanish speaking families. The workshops are ongoing, but the first 2 workshops took place during the month of April and reached 8 families. The family liaisons

hope to work with other MGHHP groups in the future, and host more workshops for the English and Cape Verdean speaking families.

19. Title of Project: Parkinson's Exercise DVD

Student Name(s): Hilary Strong, Karla Hawkins, Mario Urdaneta-Moncada, Paul Yi, Elizabeth Nelson

Course: PT 792 Health Promotion Project

Brief Description: For this project 100 DVDs were distributed to patients and clinicians at local hospitals for trial use. The participants were provided with surveys to return that gave us information about different qualities of the DVD and how they used it. Upon receipt of the surveys, we have found that the majority of patient's thought that the DVD was easy to understand and improved their knowledge of the relationship between Parkinson's disease and exercise. All patients thought that the exercises in the DVD were useful to them. Overall, clinicians thought that the DVD and materials would have a positive effect on their patient's symptoms and that the patients would be satisfied with the DVD.

20. Title of Project: Healing Healey

Student Name(s): Casey DiTroia, Anthony Comella, Meredith Malinn, Kelly Montgomery, Thomas Sandoval

Course: PT 791-01 Development of Health Promotion Project, FA 2013

Brief Description: Healthy Healey is a community outreach program designed to teach 4th graders about healthy living. Our group taught local students the importance of healthy eating, proper exercise, hydration, and sleep. Each day consisted of lessons, activities, and exercise. Each student was able to decorate their own water bottle and take a jump rope home. We thoroughly enjoyed teaching these kids and we hope we made a difference!

21. Title of Project: IHP Community Health Promotion Project

Student Name(s): Jenna Flis, Emily Roy, Daniel Hoppe, Ben Cuddy and Mike Cavaliere

Course: PT 791-01 Development of Health Promotion Project, Fall 2013 and Spring 2014

Brief Description: The purpose of this program was to supply knowledge of efficient and proper exercise techniques to the IHP community by providing 3 information sessions focusing on stress reduction, flexibility, and core strengthening/body mechanics. All members of the IHP Community, including students, faculty, and staff, were invited to participate. Emphasis during the session was placed on teaching the participants time-efficient, proper exercise techniques that can be fit into a busy schedule, with active participation from all who attended. Participants were asked to fill out BARSE questionnaire surveys prior to the start of the event, immediately following, 2 weeks post, and 3 months post-session in order to measure change in self-efficacy and exercise habits. Although statistical analysis is still in progress, initial results show that participants were satisfied with the program and have continued to use the techniques demonstrated in this session in their exercise routine. Based on responses from surveys, the mean difference between BARSE scores prior to the start of the event and immediately following was statistically significant, with a higher BARSE score following the event indicating a positive change in self-efficacy. When comparing survey responses after two weeks and 3 months to initial pre-session surveys, there appears to be a trend towards increased BARSE scores, but these were not significant. Therefore, while a significant change in self-efficacy was made immediately

following the program session, this change does not appear to be long-standing. Further statistical analyses will be performed and presented in our final project presentation.

22. Title of Project: Health Promotion for Adults “Aging in Place”

Student Name(s): April Ko, Chee Li, Craig Rush, David Collins, Joyce Amaniampong and Jennifer Jackson

Course: NS-521-01 Community Health Nursing Principles & Theories

Brief Description: Our planting project was a success! We planted flowers outside around the patio area. We also planted in 10 flower boxes which we hung on the fence, and in several planters which decorate the patio. What a difference it made already, and the flowers have not even filled out yet. Getting approved for the Community Project Grant was a great feeling. It was rewarding to be able to do something like this for people who do not have a lot. Today was the first time we saw a multitude of the residents outside, milling around, and watching, and helping us plant. They really enjoyed this project, and loved helping. I hadn't seen smiles like that since we started here. Because more than half of the residents are Chinese speaking, there is a language barrier which makes it difficult for us to teach verbally. I feel that all of the residents were able to enjoy this gardening activity because it didn't require language. We believe that engaging activities in daily their daily lives is a key to success for this POI. Because we have such a small amount of time with them, we need to act fast and get through to them in an effective way; whatever level that may be. The theme for our time here is engaging the residents in their own lives, and improving their lives by doing fun activities and mentally stimulating them. We feel that active engagement in everyday life is an important part of a persons' health- especially the individuals aging in place.

23. Title of Project: Muscular Dystrophy Clinic at MGH

Student Name(s): Jonathan Baik, Kimberly Deane, Amy Frenzel, Jacqueline Glaser, Audra Wallace

Course: PT-791

Brief Description: As stated in our original funding request e-mail, the goal of our community outreach project was to develop an educational resource to help caretakers of boys with Duchenne Muscular Dystrophy to position their children in an optimal seated position to help perform future impairments. We are happy to say that development of our educational resource has been a success and we will be in the process of collecting information to determine the overall impact during the next few weeks. I have attached a copy of our educational resource to this email in lieu of a picture of any one "event", as a formal health promotion event was not a part of our project. The bulk of our purchases consisted of gift cards for the families that participated in our photography and consultation sessions during the past few months.

24. Title of Project: Cardiovascular Health Promotion at the Center Club

Student Name(s): Trista Riegert, Tim Forrest, Jaime Callahan, Alana Hernandez, Carly Eckart, Chris Szala

Course: NS 521 Community Nursing Principles and Theories

Brief Description: This grant made it possible for our group to serve our community. With the grant approval of \$120.00 we were able to not only purchase an automatic blood pressure, poster, paper, alcohol wipes, and batteries, but we were also able to provide our

community with a sustainable means for health promotion. Already we have been able to see how excited the Center Club community is about the blood pressure cuff. They are using their knowledge and self-awareness to check and record blood pressure readings in order to share the reading with their Primary Care Provider. The members are able to check their blood pressure accurately because of the poster we made them that thoroughly explains each instructional step for a blood pressure reading in English and Spanish. The members are also able to look up information in the information binder that we compiled for them. The sustainability of our project has also been demonstrated by members actively contributing information to the binder. These opportunities have only been possible through the money granted to us. Thank you!

25. Title of Project: Nutrition and Exercise Educational Intervention: James P. Timilty Middle School

Student Name(s): Samantha Crose, Ryan Hubbard, Joseph Parker, Zachary Wagner, Kerri Williams

Course: PT 791 Development of Health Promotion Projects

Brief Description: The childhood obesity epidemic is one of the most alarming health issues facing American society today. Previous research suggests classroom interventions that focus on promoting healthy nutrition choices, increased activity levels, and awareness of lifestyle habits are physiologically beneficial to middle school children. The purpose of this project was to investigate the effectiveness of a short-term classroom intervention focused on these principles.

During this project, students received 2 didactic classroom sessions that met two weeks apart for 75 minutes in duration. These sessions were facilitated by five MGHHP DPT students.

One session focused on physical activity and screen time and the other focused on healthy nutrition and hydration. Despite limitations of this program, there was a trend towards increased knowledge and value of healthy eating and exercise. Behaviorally, the intervention failed to significantly increase physical activity levels or decrease hours of screen time.

However, the facilitators were able to bring the students' attention and awareness to some of their unhealthy habits, which is likely a positive first step. Overall, our intervention was well received by the students and faculty at James P. Timilty Middle School and was effective in helping students identify unhealthy habits and assist them in moving towards positive changes in their lives.

26. Title of Project: Back on My Feet

Student Name(s): Jennifer Leary, Rob Shirley, Anna Haring, Brianna Alban, Michael Abughezaleh

Course:

Brief Description: Unfortunately there is no photo available of the event during which the funds were used. The funds were given as incentivization for interviews completed by our group with alumni members of Back on My Feet and participants were guaranteed anonymity in their responses and time spent with us.

Below is a brief description of the results of the project:

Homelessness is a widespread national public health concern, but it has yet to be determined how best to empower individuals who experience homelessness. Back on My Feet is a national non-profit organization that uses running to help individuals who experience homelessness. The organization believes that, through running, the homeless

shelter residents develop accountability and personal relationships through team membership, which helps them to achieve independence. Ten major themes, as well as respective subthemes, were identified through qualitative analysis of the interviews with alumni of the Back on My Feet program: challenges, prior experiences, physical health improvements, life changes, mental health improvements, development of personal characteristics, camaraderie, Back on My Feet help with transition, suggestions for Back on My Feet, and other programs to aid in success. Authors identified a primary overarching concept of “social connectivity” that incorporated 5 themes and as repetitively emphasized by all 5 participants. A secondary overarching concept of “personal development” was identified and included 4 themes, as well as decreased consistency across participants. A low burden and meaningful data collection index was created based on identified overarching concepts and themes. The index includes 17 questions using a 10-point Likert Scale, that is available in paper and electronic form with estimated completion time <10 minutes. It is expected this tool will allow Back on My Feet to collect longitudinal quantitative data, which they cited as a void in their current program.