# Announcement of Scholarly Presentation

<table>
<thead>
<tr>
<th>Candidate:</th>
<th>Gedin, Tonii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, Time, Place:</td>
<td>3/13/2014 4:30-6:30pm Room 503</td>
</tr>
<tr>
<td>Scholarly Project Title:</td>
<td>Increasing Risk Awareness and Facilitating Safe Sexual Activity Among Older Adults in Senior Housing</td>
</tr>
</tbody>
</table>

## Scholarly Project Abstract:

### Background
The prevalence of HIV in older adults is rising. This increase can be attributed to inconsistent condom use, low perceived disease susceptibility, and a sexual health knowledge gap found in older adults. Yet, little to no health promotion for older adults focuses on sex education.

### Objective
This study sought to determine the feasibility of a group based educational program in senior housing settings and consider the utility of a self-efficacy based group education program on knowledge of disease risk and preventive techniques among older adults living in senior housing. **Methods**

This was a qualitative study using a focus group approach. The focus groups were held immediately following each educational workshop. Participants provided feedback about the workshop and discussed their experiences.

### Results
Data from the participants was analyzed using a constant comparison analysis. Four themes were identified, three of which focused on components that facilitated learning in the participants: (1) Utility of games during education; (2) Positive impact of a well-organized session; and (3) Importance of the “teach back” approach. The fourth theme focused on the importance of tailoring the time of education to the audience and was labeled: (4) Timing is everything.

### Conclusion
The older adults who participated in the focus groups provided support for the feasibility and utility of this method of teaching sexual health information. Participants were willing to attend the sessions and repeatedly noted that they learned a lot and appreciated the education. Based on the focus group findings, the structure and organization of the educational sessions, the use of games, and timing of the intervention were all noted to have an important influence on the participants’ learning and engagement in the workshop.

## Scholarly Chair: (name & title)
Barbara Resnick, PhD, CRNP, FAAN, FAANP Professor

## Scholarly Advisory Committee Members: (names & titles)
- Member: Rosemarie Satyshur PhD, RN Associate Professor
- Member: Rebecca Brotemarke, PhD, RN Associate Professor