

**Evidence-Based Health Promotion for Older Adults:**  
*Competencies, Content, and Curricula*  
**Outcome Assessment Resources**

**I. Assessment**

- A. Gait and Balance Assessment Tool: Student Skills Observation Checklist
- B. Council on Social Work Education (CSWE) and Social Work Leadership Institute (SWLI). *Geriatric Social Work Competency Scale II: Student Rating Competency Attainment*. Accessed from:  
[http://socialworkleadership.org/nsw/resources/products/gsw\\_competencies\\_scale\\_ii.pdf](http://socialworkleadership.org/nsw/resources/products/gsw_competencies_scale_ii.pdf)
- C. Social Work Leadership Institute (SWLI) Practicum Partnership Program. *Geriatric Social Work Competency Scale II: Field Instructor Version (Post-test)*.  
<http://www.socialworkleadership.org/nsw/>

**II. Articles**

- A. Abouna, G. M. & Hamdy, H. (1999). The Integrated Direct Observation Clinical Encounter Examination (IDOCEE) – an objective assessment of students’ clinical competence in a problem-based learning curriculum. *Medical Teacher*, 21(1), 67-72. Available at:  
<http://www.informaworld.com/smpp/content~content=a713686399~db=all~order=page>
- B. Calhoun, J. G., Rowney, R., Eng, E., Hoffman, Y. (2005). Competency Mapping and Analysis for Public Health Preparedness Training Initiatives. *Association of Schools of Public Health, Public Health Reports*, 120, 91-120. Accessed from:  
[http://www.publichealthreports.org/userfiles/120\\_SUP1/120091sup.pdf](http://www.publichealthreports.org/userfiles/120_SUP1/120091sup.pdf)
- C. Clark, P. G. (2002). Evaluating an Interdisciplinary Team Training Institute in Geriatrics: Implications for teaching teamwork theory and practice. *Educational Gerontology*, 28, 511-528. Accessed from:  
<http://ejournals.ebsco.com/direct.asp?ArticleID=Y6K8XKA75MH1KJTGA5LY>
- D. Clark, P. G. (2002). Values and Voices in Teaching Gerontology and Geriatrics: Case Studies as Stories. *Gerontologist*, 42(30), 297-303. Accessed from:  
<http://gerontologist.gerontologyjournals.org/cgi/content/full/42/3/297>
- E. Jeffries, P. R. (Mar 2005). A Framework for Designing, Implementing, and Evaluating Simulations Used as Teaching Strategies in Nursing. *Nursing Education Perspectives*, 96-103.
- F. Wellin, C. (2007), Narrative Interviewing: Process and Benefits in Teaching About Aging and the Life Course. *Gerontology and Geriatrics Education*, 28(1), 79-99.

### III. Websites

- A. Advanced Initiatives in Medical Simulation (AIM). <http://www.medsim.org/>
- B. California Institute for Nursing & Health Care.  
<http://www.cinhc.org/documents/simconfagenda0808.pdf>
- C. Center for Immersive and Simulation-based Learning (CISL), Stanford University, School of Medicine. <http://cisl.stanford.edu/>
- D. Medical OSCE Skills. <http://www.osceskills.com>
- E. Simulation Innovation Resource Center (SIRC), National League of Nursing  
<http://sirc.nln.org/>
- F. Society for Simulation in Healthcare. <http://www.ssih.org/public/>