Celia M Ross, Hereditary Genet Curr Res 2018, Volume 7
DOI: 10.4172/2161-1041-C1-003

Writing about epigenetics for allied health professionals in gerontology

Celia M Ross
Delaware Gerontology Institute, LLC, USA

Statement of the Problem: There is a need to provide medical epigenetics information to allied health professionals who have varying educational backgrounds. Epigenetics is increasingly being recognized as being a factor in neurodegenerative conditions. It will thus become an area of growing interest to allied health professionals working in gerontology. The purpose of this study was to develop a strategy for communicating information about epigenetics to allied health professionals.

Methodology: Information about professional development preferences for US activity professionals was obtained through a qualitative study of semi-structured phone interviews. This information was combined with the researcher's extensive experience as a volunteer molecular biology educator where she discussed genetics and epigenetics with individuals of varying ages and educational backgrounds.

Findings: Activity professionals have greatly varying educational backgrounds and can enter the professional with non-science college degrees such as music. However, activity professionals are interested in gaining a greater understanding of neurodegenerative disorders both from the practical prevention/ care stand point but also from the theoretical biomedical stand point. This thirst for information comes from both the personal satisfaction of learning and from a professional need for it. Study participants enjoy life-long learning. Some participants were also healthcare educators.

Conclusion & Significance: Activity professionals are life-long learners; however, they come from varying academic backgrounds. Advanced scientific concepts can be taught to diverse audiences, facilitated in part through the use of analogies. For example; one can use a recipe book analogy for the genome, a sticky note analogy for epigenetics and a banquet analogy for phenotype. This lays the ground work for the development of learning materials about epigenetics for diverse audiences.

Figure 1: Cooking analogy to explain epigenetics.

Recent Publications:

1. Ross C M (2017) Activity professionals are avid readers seeking more books about dementia. BAOJ Pall Medicine 3:026.
2. Ross C M (2017) Dicer and dementia: from the molecular level to a possible role in memory care activities. BAOJ Neurology 3:49.
3. Ross C M (2018) Surgical Recovery, stress, and activities departments. BAOJ Surgery 4:031.

4. Taher N, McKenzie C, Garrett R, Baker M, Fox N and Issaacs G D (2014) Amyloid-β alters the DNA methylation status of cell-fate genes in an Alzheimer's disease model. Journal of Alzheimers Disease 38(4):831-44.

5. Kim-Ha J and Kim Y J (2016) Age-related epigenetic regulation in the brain and its role in neuronal diseases. BMB Reports 49(12):671-680.

Biography

Celia M Ross, PhD, MS—is the Founder of the Delaware Gerontology Institute, LLC. In founding the institute, she drew upon her decades of experience in the health sciences which ranged from molecular biology research to environmental health studies to healthcare to healthcare research. At the Delaware Gerontology Institute, LLC she develops both products to meet the needs of the elderly and informative materials/health science commentary for professionals in the health field. She also does extensive volunteer work teaching genetics, epigenetics, and other topics in biology at a local natural history museum. In addition, she is a Volunteer of lifelong learning educator, giving lectures to the elderly at a local long-term care facility.

Notes: