The Chinese University of Hong Kong
The Nethersole School of Nursing

Cadenza Training Programme

Module II

CTP005: Transforming Knowledge into Practice for Older People

Chapter 4 :Techniques on implementation and evaluation of activities for older people

Lecture objectives

Upon completion of the chapter, you will be able to:

- understand the need for programme planning

- use the Program Logic Model for practical applications

- realise the benefits that arise from programme activities

- use your skills to run a successful programme activity

- improve your communication skills with older people

Lecture outlines

- Understanding programme planning

- Introduction of Programme Logic Model

- Knowing more about programme activities

- Tips on running a successful programme activity

- Communication skills with older people when running programme activities

Understanding Programme Planning, Implementation and Evaluation

Stages of Programme Planning

Goal Planning and Development
Reviewing the Program
Putting it All Together
Evaluation

(Elliott et.al, 1999)

Goal Planning and Development

The Mission

- To meet the mission objectives and goals.

- To decide what we want to accomplish and make sure everyone has the same mission.

- A clear set of goals provide the grounds for evaluation.

- Goals let the programme designer know which areas to focus on.

Goal Planning and Development

Programme Goals

They should include:

- what is to be accomplished
- in what time frame
- how the programme will be evaluated

Reviewing the Programme

Programme Time and Length

- Programme schedules must appeal to your intended audience.

(Elliott et.al, 1999)   8

Reviewing the Programme

Activity Location

- Lounges, multi-purpose rooms may be used for programmes.

- Venues should be chosen for optimum activity use and minimal transportation requirements.

Reviewing the Programme

Group size and balance

- Make group activities of 15 to 25 persons available on a daily basis.

- Schedule special events for larger groups at least twice a month.

(Elliott et.al, 1999)   10

Reviewing the Programme

Programme Variety

- Diversified activities ranging from drama, art, music, crafts, physical exercise, sports, games, horticulture and nature to intergenerational programming.

- Where possible, programmes should be inclusive and cater for people with differing abilities.

(Elliott et.al, 1999)   11

Putting it all together

Group size considerations

- Give each person the opportunity to participate in the activities.

(Elliott et.al, 1999)   12

Putting it all together

Length of Programmes

- Programmes may vary in duration according to the needs of the participants.

- Some people may only join very short activity sessions.

- Others may have the energy and need the stimulation of longer sessions.

(Elliott et.al, 1999)   13

Putting it all together

Programme Locations

- Take advantage of all possible locations for holding activities.

- Set aside time to transport clients to a programme.

- Make optimal use of the activity site.

(Elliott et.al, 1999)   14

Evaluation

- Ensure the programmes are suitable.
- Offer a wide range of opportunities for the participants and include time for one-on-one interaction.

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(Elliott et.al, 1999)

Introduction of Programme Logic Model

Using the Programme Logic Model for Programme Planning

Uses

- Planning, documenting, and evaluating projects.

- Guiding project planning, documentation and reporting.

- Programme implementation, monitoring and evaluation.

(www.wkkf.org)

Definition of Programme Logic Model

PLANNED WORK: What resources are required and what you intend to do in the programme?

1. **Resources** include the human, financial, organisational, and community resources which go into the programme.

2. **Programme Activities** are what the programme does with the resources. These activities are used to bring about the intended changes or results.

Definition of Programme Logic Model

INTENDED RESULTS include desired programme results (outputs, outcomes, and impact).

3. **Outputs** are the direct products of the programme. They include types and targets of services to be delivered.

4. **Outcomes** are the changes in knowledge, skills, behaviour, status and functioning of the participants after the programme. Short-term and long-term outcomes should be achievable within 1-3 years and 4-6 years respectively.

5. **Impact** is the intended or unintended change occurring in communities, organisations or systems over a 7-10 year programme.

Purposes of Programme Logic Model and Practical Applications

- Provides stakeholders with a map describing the sequence of related events connecting the need with the desired results of the programme.

- Helps to visualise and understand how human and financial resources contribute to achieve the intended programme goals.

- Ongoing assessment, review, and corrections can produce better programme design and a system to strategically monitor, manage, and report programme outcomes throughout development and implementation.

Programme Logic Models better position programmes for success

1. **In programme design and planning**, a logic model is a planning tool which helps to formulate programme strategies and strengthen the ability to explain and illustrate programme concepts and approaches for stakeholders and funding bodies.

Programme Logic Models better position programmes for success

2. In programme implementation, a programme logic model is the core element of a management plan, helping to identify and collect data with which to monitor and improve the programme.

Logic models better position programmes for success

3. For **programme evaluation and strategic reporting**, a programme logic model demonstrates programme information and development toward goals in ways that inform, advocate for the programme approach and educate programme stakeholders.

Knowing more about programme activities

Functions of group programmes

The overall benefits of group programmes and activities:

1. provision of a safer medium for expression of feelings

2. acquisition of social and other skills

3. opportunities for problem-solving

4. improvement in self-esteem through participation in group tasks and activities

(Hough, 2001)

Six Categories of Programme Activities

There are six categories for programme activities.

1. **Activities that are purely for fun.**

(Whitaker, 1985)

Six Categories of Programme Activities

2. Activities designed for interaction and used as a basis for helpful intervention later.

(Whitaker, 1985)

Six Categories of Programme Activities

3. The activity is analogous to something else.

(Whitaker, 1985)

Six Categories of Programme Activities

4. **The activity provides an alternative route to something that may arise in discussion.**

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Six Categories of Programme Activities

5. **The activity is an accelerator which helps something to happen more quickly.**

(Whitaker, 1985)

Six Categories of Programme Activities

6. **The activity or exercise helps members empathise with each other, or with those with whom they interact.**

(Whitaker, 1985)

Tips on running a successful programme activity

Tips on running a successful programme activity

1. Allow extra time
2. Sit face to face
3. Maintain eye contact
4. Speak slowly, clearly and loudly
5. Use short, simple words and sentences
6. Stick to one topic at a time
7. Use charts, models and pictures
8. Allow an opportunity for participants to ask questions and express themselves

(www.aafp.org)

Tips for the Programme Leader

Tips for the Programme Leader

Programming Tips

- Be flexible and adaptive when running a programme.

- Be outgoing, enthusiastic.

- Don't overwhelm the senses when working with older adults. Focus on one sense at a time, especially when dealing with lower functioning older people.

(Elliott et.al, 1999)   35

Tips for the Programme Leader

- Visual cues are better than verbal cues. Demonstrate actions without verbal cueing.

- Use touch skillfully, e.g., tap shoulder, give a hug, or shake hands.

- Use compliments and praise.

- Ask older people for help to complete manageable tasks, then offer praise.

- Remain standing when conducting the programme; this makes it easier to approach clients for their responses.

- Involve clients in activity creation.

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(Elliott et.al, 1999)

Tips for the Programme Leader

Awards

- Simple awards such as a ribbon, a 'thank you' card, a special luncheon or a photograph work well.

- Awards must not be trophies. A certificate or letter of thanks is much more appreciated.

(Elliott et.al, 1999)   37

Tips for the Programme Leader

<u>Special Events</u>

- Beginning with an official introduction or opening and ending with a closing statement or vote of thanks is crucial.

- Apply decorations that can be used for more than one event.

- Provide simple refreshments appropriate to the tastes of older people.

(Elliott et.al, 1999)   38

Tips for the Programme Leader

Trip Hints

- Take a head count and roll call before going on an outing to avoid stowaways.

- Take a roll-call and a head count every time your clients get on and off the bus.

- Understand dietary needs and restrictions before the outing.

- Group participants with the same mental functioning level together.

(Elliott et.al, 1999)   39

Tips for the Programme Leader

- Be careful when taking more than one vehicle on an event. This may cause confusion for the participants and staff may have problems keeping everyone together.

(Elliott et.al, 1999)   40

Communication skills with older people when running programme activities

Communication skills

1. **Listening**

    - Active listening

(Hough, 2001)

Communication skills

2. <u>Observing</u>

- Observe the reaction and behaviour of the participants.

- Observe others' non-verbal indicators including gestures, voice tone, facial expression, body posture, responses.

(Hough, 2001)

Communication skills

2. <u>Observing</u>

Non-verbal clues are a powerful form of communication.

(Hough, 2001)

Communication skills

3. <u>Paraphrasing and summarising</u>

    - Use paraphrasing to re-word what another person says.

    - Summarise the main elements of the communication.

(Hough, 2001)

Communication skills

4. Focusing

Use of focusing to keep track of group discussion and to draw members' attention back to the main topic.

(Hough, 2001)

Communication skills

5. <u>Clarifying and elaboration</u>

To make things clearer, clarify points in the conversation and elaborate if necessary.

(Hough, 2001)

Communication skills

6. <u>Questioning</u>

- Open-ended questions are better than closed questions.

- Open questions provide individuals with the opportunity to reply at their own pace and to expand on and clarify specific areas if they wish.

(Hough, 2001)

Communication skills

7. <u>Initiating</u>

Initiate conversation when members appear to be stuck or unable to move forward.

(Hough, 2001)

Communication skills

8. <u>Promoting contributions</u>

To promote contributions, the leader needs to keep everyone involved and actively participating in the programme.

(Hough, 2001)

Communication skills

9. Supporting and encouraging

- Support and encourage the participants, especially those who appear shy or tentative.

(Hough, 2001)

Communication skills

10. <u>Feedback</u>

Group members need feedback from the leader at regular intervals. Edelwich & Brodsky (1992:133) suggest that for feedback to be successful, it should be "solicited, not imposed".

(Hough, 2001)

Communication skills

11. <u>Facilitating connections</u>

A successful programme will encourage participants to make connections, either individually or through the leader's intervention.

12. <u>Guiding</u>
Guiding includes advising and counselling.

(Henry, 1992)   53

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