

The Chinese University of Hong Kong The Nethersole School of Nursing CADENZA Training Programme

CTP 005 - Community and Residential Care for Older People Module II

Chapter 3 - Proposal writing to plan and organise activities for older people

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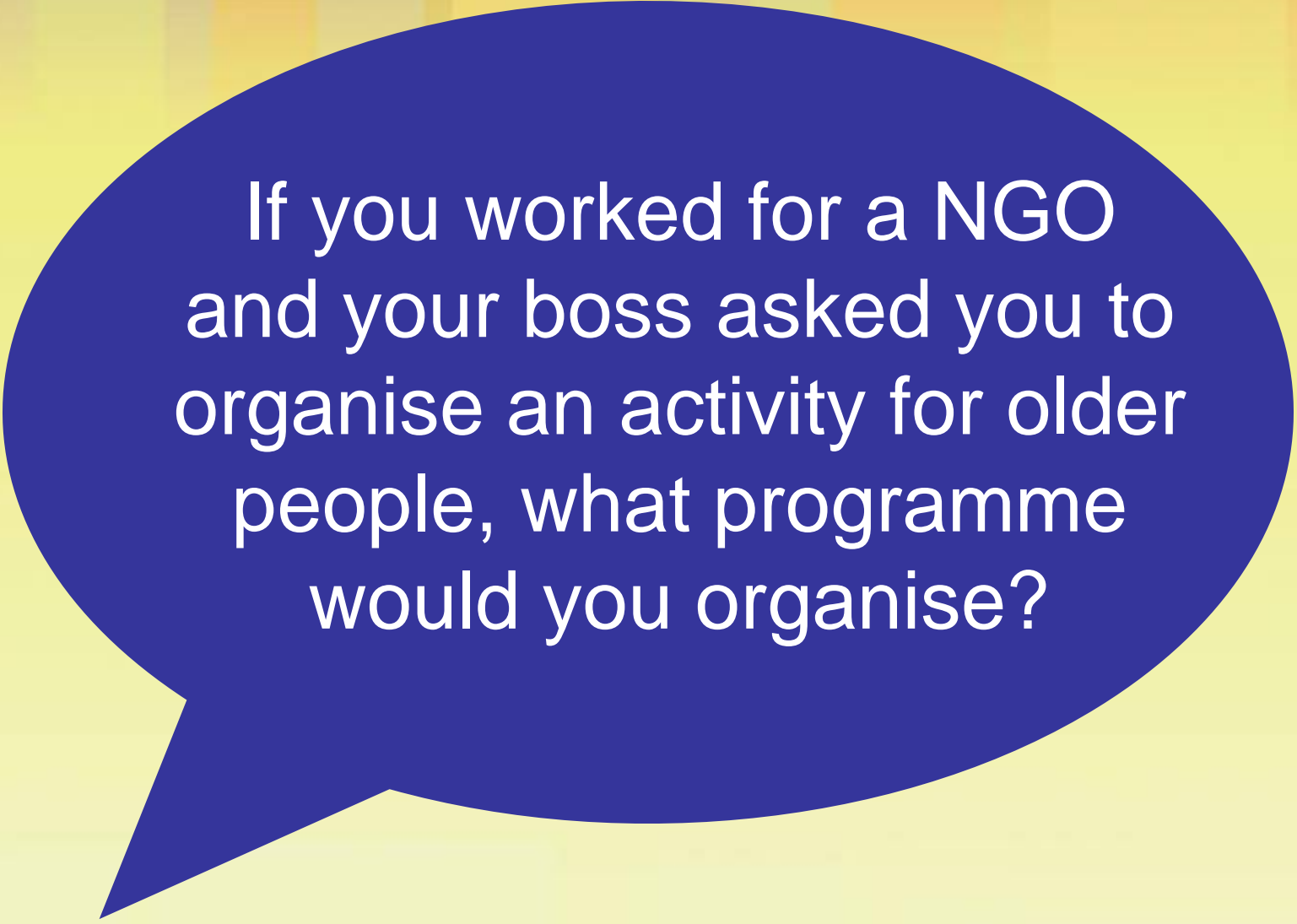


香港賽馬會慈善信託基金
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Course outline

- Step-by-step guide for effective proposal writing
- Constructing an activity programme plan and management system and marketing it
- Tips for promotion
- Constructing a contingency plan
- Use of evaluation tools

Programme planning



If you worked for a NGO
and your boss asked you to
organise an activity for older
people, what programme
would you organise?

Programme planning

Includes 3 main stages

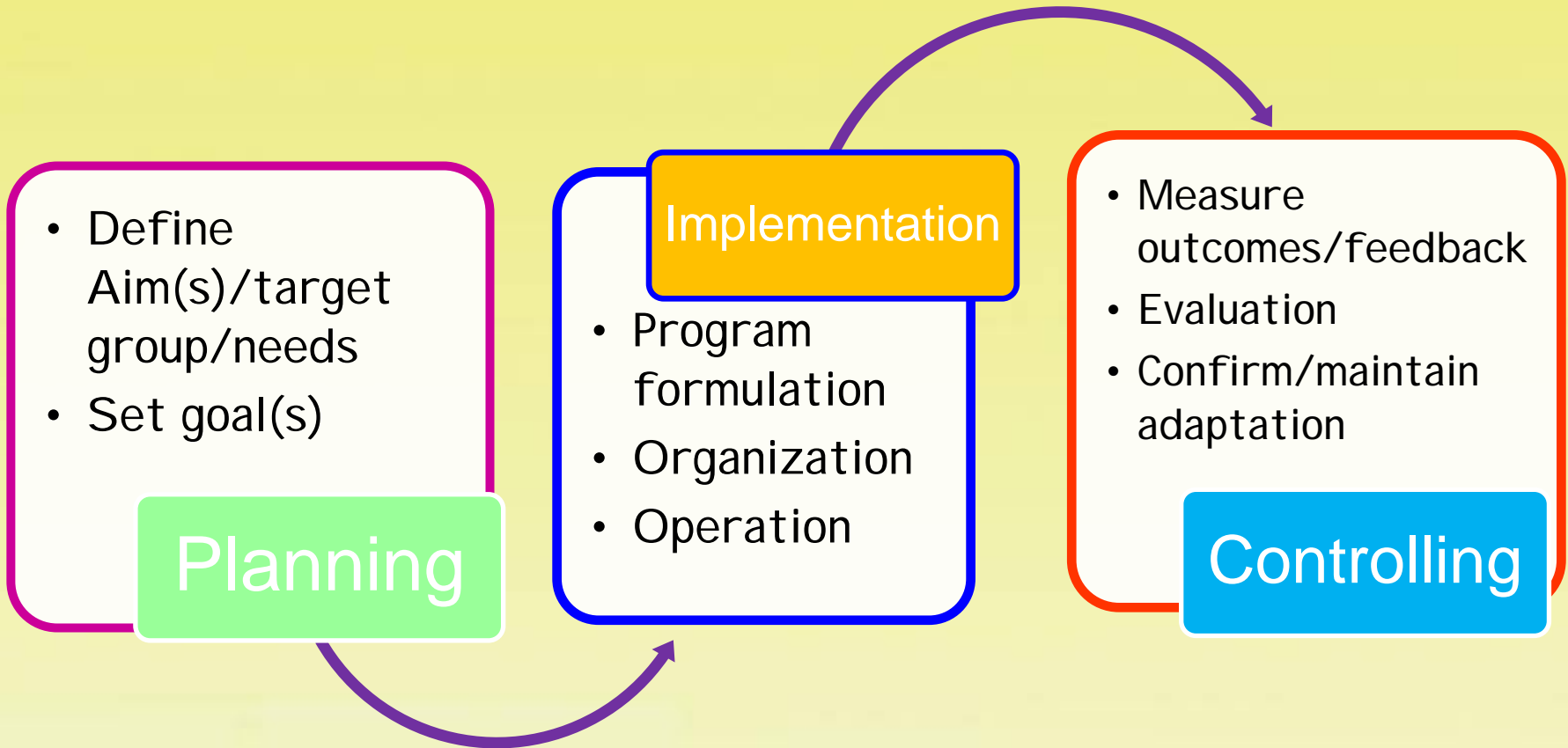


Managerial
planning

Implementation

Control

Strategic planning process



7 steps in programme planning



Topic selection

Dementia care?

Healthy eating promotion in residential care homes?

Hypertension management?

Stroke nursing care?

Promotion of exercise?



WHY do you think the selected topic is appropriate for your audience?

**Would you select this topic?
Attainable?**

**Relevant to the needs of
the target population?**

Identification of NEEDS

WHY this particular group?

WHOSE need is it?

WHAT need(s) are they?

WHY is it needed?

WHAT kind of service is suitable for this particular group?

Identification of NEEDS

- ✦ **WHAT** is to be addressed (content)?
- ✦ **WHY** is it needed (significance)?
- ✦ **HOW** is it to be conducted (structure)?
- ✦ **WHEN** will it be achieved (time frame)?
- ✦ **WHERE** is it to be established (format)?
- ✦ **WHO** is to take the action (resources)?

(Cavanagh & Chadwick, 2005)

Identification of NEEDS

Needs assessment to define the 'at risk group'/community and its problem(s)

- Epidemiological assessment
 - ▶ Prevalence/incidence, distribution of the problem
- Behavioural & environmental assessment
- Ecological assessment
- Policy assessment

Needs Assessment

1. Define the problem (be specific)

- *Whose* needs? (Individual? Community?)
- *What* needs? (Fall prevention? Healthy eating?)
- *Why* is it needed? (High mortality rate?)
- *What* resources are needed?
- *What* are the risks?

Needs Assessment

2. Identify the health priorities

- Population profiling
- Epidemiological data
- Perceptions of needs
- Identify and assess the determinant factors

Needs Assessment

3. Epidemiological assessment

- Helps determine/identify what the significant health problem(s) are in that specific target group in the community.
 - What are the incidences? Prevalence of the problem?
 - Demographic characteristics of the population facing the problem?
 - How can the groups be reached by the programme?

● **Scientific-based evidence (from literature)**

Setting aims and objectives

@ Aim(s)

- Broad statement to describe what you are trying to achieve.

@ Objectives

- Desired end result / outcome – be **specific**.
 - Challenging?
 - Attainable?
 - Measurable if possible?
 - Relevant?
- Fulfill Knowledge(K), Attitude(A) & Behaviour(B) objectives

KAB Objectives

(Bartholoneu et al., 2006)

Knowledge

- Knowledge/ concept about the message delivered

Attitude

- The feeling/ willingness to adopt the new behavior

Behavior

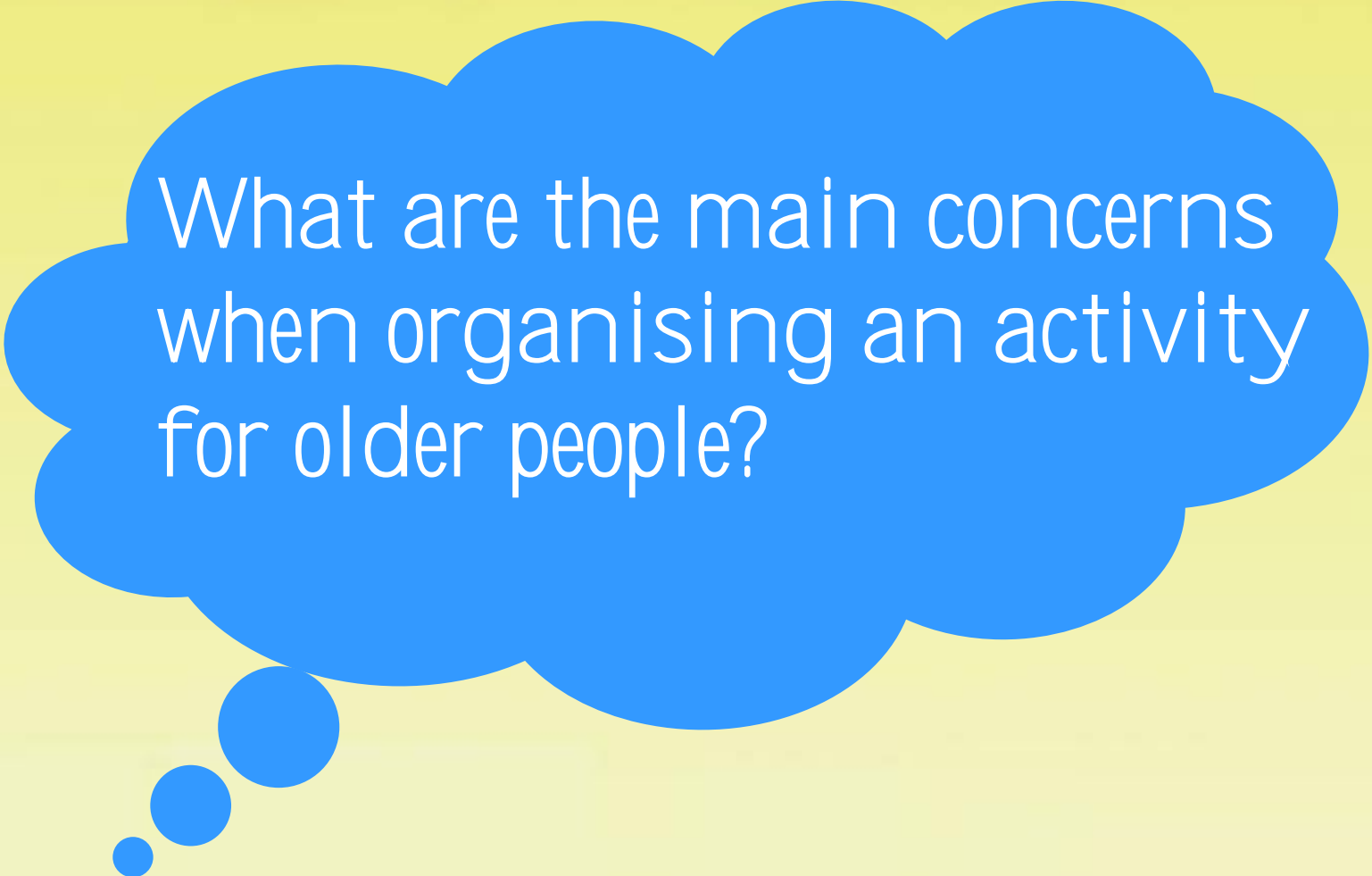
- The actual action to adopt the new behavior





Example of KAB objectives

- Increase the knowledge of dementia care for older people in residential care by 30% by the end of the programme **(K)**.
- To increase awareness of the importance of regular exercise to healthy ageing by the end of the programme **(A)**.
- To increase the use of community service by 20% by the end of 2012 **(B)**.



What are the main concerns
when organising an activity
for older people?

- ❧ Suitable for older people with chronic disease?
- ❧ High drop out rate?
- ❧ Low concentration?
- ❧ Poor motivation?
- ❧ Any risk/hazard control?

Barriers to developing health promotion programmes for older adults

- ◆ Perceptions that older adults will NOT follow such plans or change their lifestyles.
 - Belief that they are too old to benefit from such changes.
- ◆ Unwillingness to alter health behaviours.
 - Negative attitudes to altering behaviour.

(Brenner et al., 1988)

WHAT would you do?
HOW would you solve the
problems if you were the
programme promoter?

For poor concentration

e.g., add some games and
have a 15min break
between health talks

Risk/hazard control

e.g., 1) arrange extra staff to
control the queue
2) do not organise any activity
which poses risks e.g., exercise in
a crowded area

High dropout rate/ poor motivation

e.g., cover topics specifically related
to their needs

Develop title

- Alliteration
- Acronyms
- Play on words

Bartholomew et al., 2006

Examples:

- ▶ W8wise (weight wise)
- ▶ S.T.R.E.S.S (**S**top **T**ension by **R**egular **E**xercise and **S**mart **S**election of food) / 脛 L 輕鬆減壓

Programme implementation

Programme implementation

- Implementation is an **ACTION** phrase
- Break down into 5 stages

Stage 1: Planning initiation

Stage 2: Identify and prioritise the tasks

Stage 3: Establish a management system

Stage 4: Ready for action

Stage 5: Ending or sustaining the programme

(Bartholomew et al., 2006; Brenner & Shelley, 1988)

Stage 1 – Planning initiation

+ Design key message(s)

- ü Use innovative ideas/ practices

- ü related to the needs of the target population

- ü should be short, clear and simple with appropriate language

- ü avoid judgmental or negative words

- ü practical suggestions made

- ü interactions should be personalised to health profile

- ü can be a form of ‘take home message’

Stage 1 – Planning initiation

Programme format

How would you deliver the message to the audience?

Aims at different levels	Appropriate method
Health awareness	Talks, group work, mass media, displays and exhibition, carnival with games
Improving knowledge	Group teaching, display and exhibition, campaigns, carnival
Self empowering	Group work, practicing decision making, workshop
Changing attitude & behaviour	Group work, skills training, individual counselling
Societal/environmental change	Work with centres for older people to encourage health check

(Bartholoneu et al., 2006; Brenner & Shelley, 1988)



Stage 2 – Identify and prioritise the tasks

+ Establish programme logistics

- Procurement
- Transportation of materials/equipment
- Human resources

+ Develop a time frame for the whole programme

- Venue booking
- Material preparation
- Promotion
- Staff training

(Bartholomew et al., 2006; Brenner & Shelley, 1988)

Stage 3 – Management system

+ Involve all levels of management

+ Develop a management system

- Control human, financial and technical resources
- Record relevant documents for evaluation and analysis
 - data about clients, their use of the programme
 - use of pre/post tests to test the outcomes

(Bartholonew et al., 2006; Brenner & Shelley, 1988)

Stage 4 – Ready for action

✚ Develop a programme checklist

√ Programme detail

- q Programme significance
- q Aims and objectives
- q Target participants
- q Time/date/venue
- q Registration methods

√ Programme format

√ Staff involvement and training

(Bartholonew et al., 2006; Brenner & Shelley, 1988)

Stage 5 – Ending/sustaining the programme

- ✚ End when goal(s) are reached

- ✚ Sustainability of the programme requires:

- q Partnerships

- q Financial resources

- o insurance reimbursement, grants, senior housing

- q Policy changes

- q Quality product

- o ensure the programme is of high quality so that partners will be more willing to support it

- q Change in priorities/cultural change

- o educate, support and provide technical assistance to staff
 - o build upon small successes

Marketing plan

Marketing plan

Marketing 3Ps

1. Place: Residential care homes? Centres for older people? Local community area?
 2. Promotion: leaflets/brochures/posters? On-site promotion at DECC? Media? Housing estate?
 3. Price: Any fee for entry? Budget for the programme
- (Bartholomew et al., 2006; Brenner & Shelley, 1988)

Place for promotion

♣ Promote the activity in places where older people usually congregate

Ø The nearby districts around the programme venue

Ø Community centres, district elderly community centre (DECC), neighborhood elderly centre (NEC), social centre for the elderly (S/E)

Ø Nearby housing estates

Ø NGOs

Ø Websites (Bartholomew et al., 2006; Brenner & Shelley, 1988)

Means of promotion

♣ Select appropriate channels and materials

Ø Education materials from Department of Health as resources?

Ø Posters? Leaflets?

ü readable?

ü simple, short message?

ü appropriate use of language?

Ø District newsletters?

Ø Media through newspaper/magazine (interview and/or article format) /TV/ Broadcast

Ø Websites/email

What are the advantages and disadvantages of using different means of promotion?

Posters and displays

Advantage

- Economical-friendly to produce
- Raise awareness of issue

Disadvantage

- Expensive depending on quality
- May not be readable at a distance

Video

Advantage

- Show real situation
- Demonstrate skills help self learning

Disadvantage

- Normal TV screen too small for large audiences
- Need reliable equipment but expensive

Health website

Advantage

- Reaching a wide audience
- Raise awareness of issues
- Self help materials

Disadvantage

- Enormous amount of information on the internet
- No quality control

Mass media

- Adverts on TV, radio, newspapers, magazines

Advantage

- Messages conveyed incidentally
- Information is presented in an emotional context

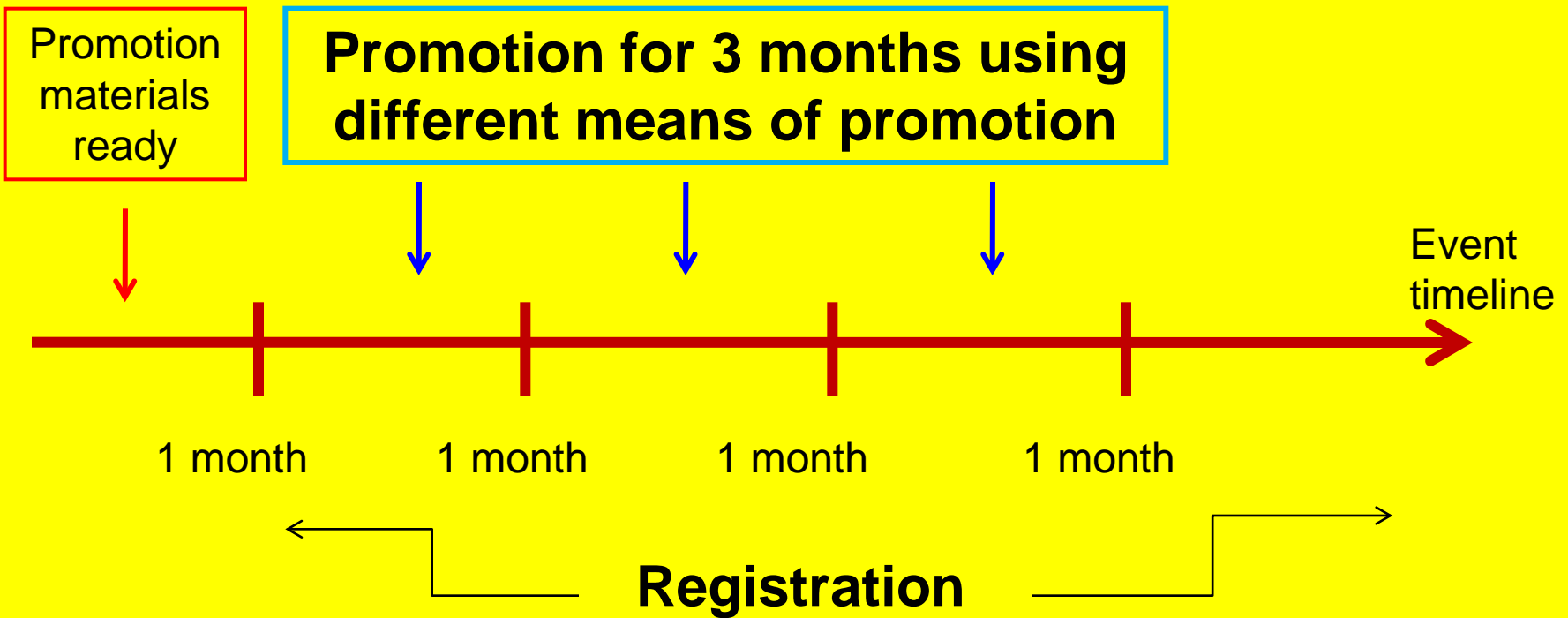
Disadvantage

- Difficult to get immediate feedback
- Difficult to clarify and respond to the needs of the audience
- Expensive

Promotion strategy

Construct a time frame

Example:



Promotion strategy

Reinforcement in promotion

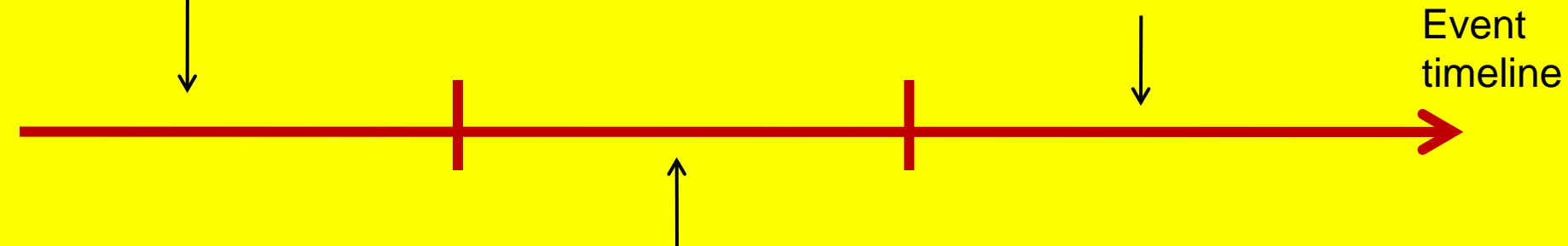
Example

1st month promotion

- Posters/leaflets/displays
- Media through newspaper
- Website/email invitation
- Registration via phone/fax/online

3rd month promotion

- If no. of participants <80% of target, reinforce promotion by:
- mass media
 - calling/email reminder to those who have registered



2nd month promotion

- If no. of participants <50% of target, reinforce promotion by:
- calling/ on-site promotion in local community centres,
 - extending the recruitment areas to nearby districts
 - road show/exhibition

Promotion strategy

⊕ On the event day, if no. of participants <50% of target, try on-site recruitment, e.g.,

- üspread leaflets to nearby housing areas
- üencourage walk-in

⊕ Manpower distribution

- Main promotion team
- Set up a contingency promotion team (for on-site recruitment on the event day)

Partnership

⊕ Collaboration draws on the strengths and resources (incl. funding) of different sectors and minimises weaknesses.

- Government organisations
- NGOs and relevant community groups
- District Councils
- Mass media
- Academic institutions
- Business sector

(Bartholonew et al., 2006; Department of Health, 2008)

Budget plan

- ⊕ Required for applying for funding

- ⊕ Essential components include

 - q Programme significance

 - q Aims and objectives

 - q Programme nature

 - q Duration of the programme (incl. pilot study, if any)

 - q Any partnership involved

 - q Details of material and equipment use

 - q Contingency planning budget

(Bartholomew et al., 2006)



Whole programme budget plan

⊕ Calculate management costs

– **Salaries**

- Depends on the number of staff involved/ staff training

– **Printing materials**

- How will the materials be distributed?
- For one time use? Or long term use?

– **Travel expenses**

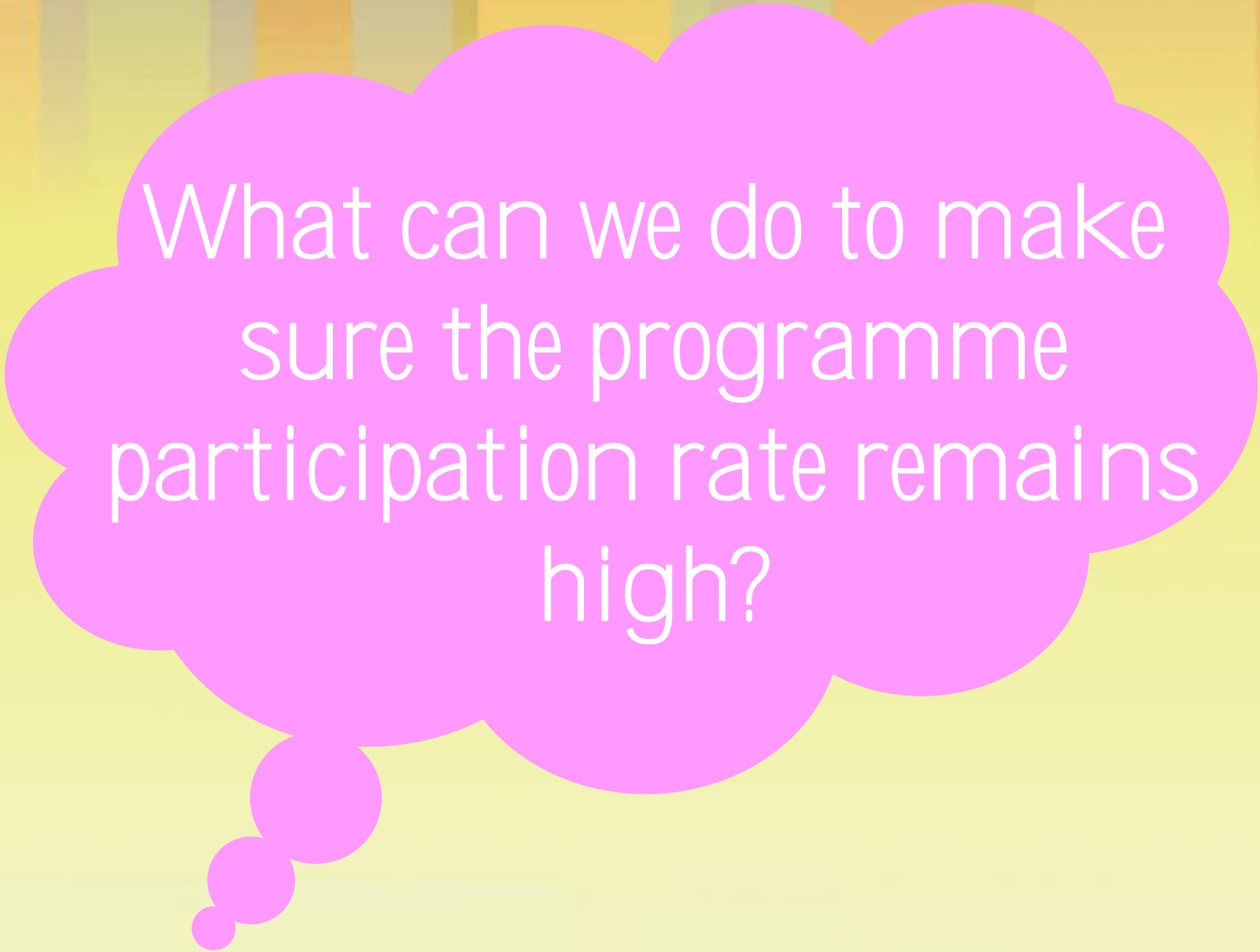
- Staff and material transportation

– **Equipment**

- Equipment maintenance

– **Utilities, etc.**

- Venue booking, backdrop, production house, etc.



What can we do to make
sure the programme
participation rate remains
high?

Programme participation

- Refers to the number of people who take part in the programme.
- Participation rate varies depending on how new the activity is and/or whether there is an incentive.

(Bartholonev et al., 2006; Brenner & Shelley, 1988)

Ways to increase participation rate

- Understand the needs and interests of the target population
- Make the activity enjoyable and relevant to the target population's needs
- Remove barriers to participants e.g., long process of registration
- Use evaluation research to improve the programme design
- Use incentives
- Promote, promote and promote

Contingency planning

- Devised for back-up operations and management of emergency situations over the duration of the event
- Essential to establish a team to take charge of this plan
- Content should include
 - ü reinforcement in promotion/recruitment of participants
 - ü bad weather arrangements
 - ü absence or delay of speaker
 - ü arrangement for interrupted I.T. system or related facilities, etc.

Contingency planning

■ Reinforcement in promotion/ recruitment

- q Emergency planning for participation rate less or greater than expected

■ Bad weather arrangements

- q Special announcements for typhoon signal / rainstorms

■ Absence or delay of speaker

- q Email/call reminder
- q Replacement of speaker

■ Arrangement for interrupted I.T. system or related facilities

- q Spare computer
- q Copies of hand-outs in case no power point available

Use of evaluation tools

Evaluation

Use of scientific methods to JUDGE
and IMPROVE the planning,
monitoring, effectiveness and efficiency
of the programme

(Bartholomew et al., 2006; Wimbush & Watson, 2000)

Evaluation to improve programme

To improve methods of programme operation and delivery

To identify effective leadership, facilitation techniques, etc.

To assess the adequacy of the programme goals

To justify staff, resources, facilities & equipment use

Evaluation to improve programme

To measure the effect of the programme

To measure effectiveness of resources

To compare outcomes against programme standards

To justify goals and procedures

Evaluation

➤ Evaluate participation

- Record attendance, progress, drop out rates and early departures


➤ Evaluate the outcome measures

- Organise a set of pre/post tests
- Telephone follow-up
- Group meeting/ reflective report

(Bartholomew et al., 2006; Wimbush & Watson, 2000)

Outcome measures evaluation

● Pre-test

- Estimate the level of understanding about issues (K and A objectives ) that are going to be delivered in the programme.

● Post-test


- Estimate the understanding and immediate effects (K and A objectives) straight after the programme.

Format

- Individual/group interview
- Simple questionnaire

Outcome measures evaluation

● Telephone follow-up

- Estimate the behavioural change (B objective) from the response of the participants. 

● Group meeting/ reflective report

- Obtain feedback from staff and management on issues of programme implementation, strengths and weaknesses, and inadequacies of the programme.

(Bartholoneu et al., 2006; Wimbush & Watson, 2000)

Summary

Steps for organising an activity for older people

– Managerial planning

- Needs assessment
- Take into account the barriers to organising activities for older people
- Set goals

– Implementation

- 5 stages
- Marketing plan (promotion + budget)
- Contingency planning

– Evaluation

- Use of evaluation tools

~ END of Chapter 3 ~

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