



Governor's Center I-GO Marketing Plan

Version 1.0 – October 10, 2011

By Diane Makovsky and Lisa Pignatiello



Revision History

Version	Date	Author	Description
0.01	3 rd Sept 2011	Diane Makovsky	Template Establishment
0.02	27 Sept 2011	Diane Makovsky	Bring in Information from PowerPoint
0.03	1 st Oct 2011	Diane Makovsky & Lisa Pignatiello	Breakfast Brainstorm
0.4	4 th Oct 2011	Diane Makovsky & Lisa Pignatiello	Small Corrections, and updates
1.0	10 th Oct 2011	Diane Makovsky & Lisa Pignatiello	Final

Table of Contents

1. Document Overview	5
1.1 Purpose.....	5
1.2 Relevant Regulatory Compliance	5
1.3 Definitions.....	5
2. Background	6
2.1 Facility Description	6
2.2 Mission Statement.....	6
2.3 Current Approach to Marketing	6
2.4 Target Market and Positioning Statement.....	6
3. Organizational Assessment	7
3.1 Strengths	7
3.2 Weaknesses	7
3.3 Opportunities.....	7
3.4 Threats	7
3.4.1. Competition	8
4. Marketing Strategy Summary	9
4.1 Proven Benefits of Inter-Generational Programs	10
5. The I-GO Program	11
5.1 Mission Statement.....	11
5.2 I-GO Target Markets	11
5.2.1. Primary.....	11
5.2.2. Secondary.....	11
5.3 Goals	11
5.3.1. People	11
5.3.2. Business	12
5.3.3. Short Term	12
5.3.4. Longer Term	12
5.4 Strategy	12
5.5 Anticipated Values.....	12
5.5.1. Measures	13
5.6 Pre-Requisites.....	13
5.7 Success Criteria	14
5.8 Personnel Structure.....	14
5.8.1. Program Oversight & Operations.....	14
5.8.2. Program Coordinator	14
5.8.3. Governor's Center Staff.....	14
5.8.4. Students	15
5.8.5. Residents.....	15
5.9 Overview of the Process	15
5.9.1. Go Ahead.....	15
5.9.2. School and Student Sign-Up	15
5.9.3. Resident Sign-Up.....	15

5.9.4. Pre First Program Measures.....	16
5.9.5. Student Application.....	16
5.9.6. Vetting & Matching	17
5.9.7. Training	17
5.9.8. Encounters.....	17
5.9.9. Reflection & Post First Program Measures.....	17
5.10 Training	18
5.10.1. Staff	18
5.10.2. Students	18
5.10.3. Residents	19
5.11 Timeline	20
5.11.1. Concept Approval	20
5.11.2. School Approval.....	20
5.11.3. School Sign-up	20
5.11.4. Residents Sign-up.....	21
5.11.5. Training	21
5.11.6. Detailed Planning.....	21
5.11.7. Introductory Meeting	21
5.11.8. Follow up and Post program metrics	21
5.11.9. Follow on Programs	21
5.12 Implementation Budget.....	21
5.13 Materials & Needs	23
6. References.....	24
7. Appendix A – Resident Application Package.....	26
7.1 Multipurpose handout for residents	26
7.2 Resident’s Application.....	26
7.3 Activity Matching List.....	26
7.4 Sample Resident Appreciation Certificate	26
7.5 Resident Attitude Survey	26
7.6 I-GO Program Satisfaction Survey	26

List of Figures

Figure 1 Local Competition	8
Figure 2 Overall Marketing Strategy Summary.....	9
Figure 3 I-GO Timeline.....	20

1. Document Overview

1.1 Purpose

This document presents a marketing plan for the Governor's Center, Westfield, Massachusetts. It includes a description of the facility, its background, and history.

It presents a brief organizational assessment, including an analysis of the Center's strengths, weaknesses, opportunities, and threats.

It includes the specifics of a proposed program for Inter-Generational Outreach, named the *I-GO* program, for the Governor's Center in association with the Westfield High School to enhance our residential services and to redress any negative impact in the community of a critical review earlier in the year..

Although this plan is focused on the application at the Governor's Center, it is also designed to apply to any residential skilled nursing facility and any neighboring high school.

1.2 Relevant Regulatory Compliance

No direct regulatory compliance is demanded; however the plan is designed to operate within the standard operating procedures of the Governor's Center and to meet with approval from school authorities.

1.3 Definitions

Resident Someone under the care of the Governor's Center healthcare
Student A participant from Westfield High School in the I-GO program

2. Background

2.1 Facility Description

Governor's Center is a skilled nursing facility (SNF) providing long-term care and rehabilitation services. It is owned by AGE Institute of Massachusetts, a not-for-profit organization. Governor's Center was initially certified on July 11, 1988. It has a total of 100 beds. Occupancy in March 2010 was 88 percent. Occupancy fluctuates between 88 percent and 95 percent, regularly. Revenue is in the \$1 million to \$10 million range.

Westfield has a population of 41,373 with 13.5% of the population 65 years old or older. The median household income of the town is 2% above U.S. average, \$52,425 (Hospital-Data.com, 2011; Medicare, 2011; U.S. Census Bureau, 2011).

2.2 Mission Statement

Governor's Center is a skilled nursing and rehabilitation center providing coordinated comprehensive services to meet the care needs of the individual resident and patient. The interdisciplinary team members will collaborate with resident, patients, families, and staff to develop an individualized plan of care for each resident and patient.

2.3 Current Approach to Marketing

Governor's Center has a good name in the local community and region. Most of its residents come through referrals within the healthcare community. With an occupancy often nearing maximum, there has been little need for direct-marketing approaches. Maintaining good relationships with referral sources has been, and continues to be, the main marketing element.

2.4 Target Market and Positioning Statement

Governor's Center's typical residents are:

- Clients 50-years-old or greater who need long-term or 24-hour care
- Seniors whose treatment is paid for by Medicare
- Clients who need rehabilitative services, often before returning home

Governor's Center's typical purchasers of services:

- Officials working in local and regional healthcare facilities and agencies, including hospitals, assisted-living communities, retirement communities, diverse social services agencies both state, local, and private.

The Governor's Center is a place where excellent care is provided to seniors and those needing long-term or rehabilitative care who are not independently wealthy.

3. Organizational Assessment

3.1 Strengths

- Low level of resident complaints
- Food is good
- Very good reputation (despite recent report)
- Staff satisfaction is high
- Engagement with local college for occupational therapy (OT) training and resident support

3.2 Weaknesses

- Overall rating by Medicare (Feb 2011) much below average
- After adjustment for scope and severity of deficiencies, ranked just below statewide average
- Capital investment needed for key infrastructure (elevators)

3.3 Opportunities

- There is an opportunity to show rapid responsiveness to recent negative findings and return to earlier high rating scores
- The current economic climate means that every ounce of value has to be gained from low-cost initiatives

3.4 Threats

- Of 16 similar facilities within 10 miles, 10 have a higher rating.
- 8 of the 16 are rated 3 stars which is two stars or more higher.
- Currently ranked in bottom 17% statewide, according to Mass.gov (2011)

3.4.1. Competition

The following are similar skilled nursing facilities within 10 miles of the Governor's Center.

Nursing Home Name and General Information	Overall Rating	Health Inspections	Nursing Home Staffing	Quality Measures	Program Participation	Number of Certified Beds	Type of Ownership
GOVERNORS CENTER 66 BROAD STREET WESTFIELD, MA 01085 (413) 562-5464	★ 1 out of 5 stars	★ 1 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	Medicare and Medicaid	100	Non profit - Corporation
WESTFIELD CARE & 60 EAST SILVER STREET WESTFIELD, MA 01085 (413) 562-5121	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★ 2 out of 5 stars	Medicare and Medicaid	98	For profit - Corporation
RENAISSANCE MANOR OF 37 FEEDING HILLS ROAD WESTFIELD, MA 01085 (413) 568-2341	★★ 2 out of 5 stars	★ 1 out of 5 stars	★★★★ 4 out of 5 stars	★★★★ 4 out of 5 stars	Medicare and Medicaid	80	For profit - Corporation
WINGATE AT WEST SPRINGFIELD 42 PROSPECT AVENUE WEST SPRINGFIELD, MA 01089 (413) 733-3151	★ 1 out of 5 stars	★ 1 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	Medicare and Medicaid	168	For profit - Corporation
MARY'S MEADOW AT 12 GAMELIN STREET HOLYOKE, MA 01040 (413) 493-2749	★★★★ 4 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	★★★★ 4 out of 5 stars	Medicare and Medicaid	40	Non profit - Church related
HOLYOKE GERIATRIC AND 45 LOWER WESTFIELD ROAD HOLYOKE, MA 01040 (413) 536-8110	★★★★ 4 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	★★★★ 4 out of 5 stars	Medicare and Medicaid	120	Non profit - Other
MONT MARIE HEALTH CARE 36 LOWER WESTFIELD ROAD HOLYOKE, MA 01040 (413) 538-6050	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	★★ 2 out of 5 stars	Medicare and Medicaid	84	Non profit - Corporation
MOUNT SAINT VINCENT CARE 35 HOLY FAMILY ROAD HOLYOKE, MA 01040 (413) 532-3246	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	Medicare and Medicaid	125	Non profit - Corporation
HERITAGE HALL SOUTH 65 COOPER STREET AGAWAM, MA 01001 (413) 786-8000	★ 1 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	★ 1 out of 5 stars	Medicare and Medicaid	122	For profit - Corporation
HERITAGE HALL WEST 61 COOPER ST AGAWAM, MA 01001 (413) 786-8000	★ 1 out of 5 stars	★ 1 out of 5 stars	★★★★ 4 out of 5 stars	★ 1 out of 5 stars	Medicare and Medicaid	164	For profit - Corporation
HERITAGE HALL NORTH 55 COOPER STREET AGAWAM, MA 01001 (413) 786-8000	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	★ 1 out of 5 stars	Medicare and Medicaid	124	For profit - Corporation
HERITAGE HALL EAST 464 MAIN STREET P O BOX 348 AGAWAM, MA 01001 (413) 786-8000	★ 1 out of 5 stars	★ 1 out of 5 stars	★★★★ 4 out of 5 stars	★ 1 out of 5 stars	Medicare and Medicaid	123	For profit - Corporation
KINDRED TRANSITIONAL CARE & 1200 SUFFIELD STREET AGAWAM, MA 01001 (413) 789-2200	★ 1 out of 5 stars	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★ 1 out of 5 stars	Medicare and Medicaid	176	For profit - Corporation
WILLIMANSETT CENTER WEST 546 CHICOPEE STREET CHICOPEE, MA 01013 (413) 536-2540	★★★★ 4 out of 5 stars	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	Medicare and Medicaid	103	Non profit - Corporation
LOOMIS HOUSE NURSING CENTER 298 JARVIS AVENUE HOLYOKE, MA 01040 (413) 538-7551	★★ 2 out of 5 stars	★★ 2 out of 5 stars	★★★★ 4 out of 5 stars	★★ 2 out of 5 stars	Medicare and Medicaid	92	Non profit - Corporation
WILLIMANSETT CENTER EAST 11 ST ANTHONY STREET CHICOPEE, MA 01013 (413) 536-2540	★ 1 out of 5 stars	★ 1 out of 5 stars	★★ 2 out of 5 stars	★ 1 out of 5 stars	Medicare and Medicaid	85	Non profit - Corporation

Figure 1 Local Competition

4. Marketing Strategy Summary

Category	Strategy
Target Market	Local households within a range of 15 miles of the facility with typical incomes \$20,000 and \$70,000 with an age range of 40 to 100 with a slight emphasis on the needs of females.
Positioning Statement	An affordable but caring facility with excellent staff to look after your loved ones (i.e. not directly marketed to patients but to patient's loved ones).
Offering to customers	A place that can help when you have need for residential skilled nursing caring.
Price Strategy	Price comparable with others in the area.
Sales Strategy	Maintain average occupancy around 90% for budgeted census.
Promotion Strategy	Develop a "local link" to high schools to form cross generational community
Marketing Research	Conduct current client satisfaction for residents and look for changes in response to programs of activity.
Additional Elements	Investigate sources of capital for an upgrade to the facilities elevators. This single limitation is a visible weakness to the infrastructure of the building and impacts the lives of residents every day.

Figure 2 Overall Marketing Strategy Summary

4.1 Proven Benefits of Inter-Generational Programs

There is strong evidence that inter-generational programs have proven benefits for residents of skilled nursing facilities, as well as for the volunteers involved. This section describes some of the research in published literature.

The Eden Alternative states that three areas—loneliness, helplessness, and boredom—cause the most suffering among residents in long-term facilities (Eden Alternative, 2011). McNair (2010) emphasizes that meaningful communication and relationships through verbal and nonverbal contacts enhance a person's quality of life and help define them as a person, no matter where in the aging process they may be.

The research indicates that when implementing inter-generational programs, it is extremely important to capture data and conduct outcome measures (Jarrott, Smith, & Weintraub, 2008). This proposal includes measurement tools that have been specifically chosen to provide relevant information with minimal intrusion upon residents and future program members.

Waggoner (1995) described several caveats relating to longitudinal inter-generational programs. These included ensuring younger volunteers were selected by qualifying criteria, providing training for all participant groups, and recognizing that student volunteers are more successful in the program if they are supported in their endeavor by their parent or guardian. These ideas have also been incorporated into our I-GO program.

The potential benefits to residents participating in an inter-generational program are generally summarized as:

- § Decreased disorientation among patients
 - § Improved individual function
 - § Enhanced sense of identity through verbal and non-verbal communication
 - § Improved acceptance in group activities
 - § Improved self-esteem
 - § Increased physical activity
 - § Improved mobility for wheel-chair users in physical activity programs
- (McNair & Moore, 2010; Romack, 2004)

5. The I-GO Program

The I-GO program is designed with multiple aims: centered around getting the word out to the community that the Governor's Center is a good place for residential care and that it is an active member of the Westfield community. The aim is to present the Center in a positive light and generate evidence that the Center is actively engaged in improving the quality of life for its residents in ways that are both enjoyable and educational.

5.1 Mission Statement

Let the wise teach the innocent and let the innocent refresh the weary.

They are not too old...

They are not too loud...

5.2 I-GO Target Markets

5.2.1. Primary

Residents of the Governor's Center that meet a minimum health criterion

Selected students of Westfield High School

5.2.2. Secondary

Governor's Center staff

Referral sources

Greater Westfield community

5.3 Goals

The goal of the I-GO program is to dispel misconceptions regarding aging and to improve relations between young and old.

5.3.1. People

The program has the goal to enhance the quality of life for residents in a skilled nursing facility, increasing their self-esteem and engagement in social interactions by enabling them to play an active and novel social role.

Additionally, the program helps the students increase their positive perception and attitudes towards the elderly and to give them a more balanced view of life.

5.3.2. Business

The program supports the goal of increasing the Governor's Center profile in the community as a positive location for senior residents.

5.3.3. Short Term

The program's short term goal is to increase stimulation for residents by providing meaning and purposeful occupations in a way that reminds them of the continuity of life.

5.3.4. Longer Term

If the program is successful in its core goals, it will act as a way to create a local buzz around how the Governor's Center serves the community and integrates into the life of local members of the public.

5.4 Strategy

Increase the connection of the Center with the local community through a program that brings in young people to their direct advantage, to the benefit of the residents, and at the same time involves the parents and the local school in hearing about the Governor's Center in a positive light.

Carefully selected students drawn from the local high school population will be paired with residents who have signed up to engage with a student. The selection process will align the interests of both the students and the residents to overlap as much as possible to give them a common ground for interaction.

Students will be given introductory training and will be asked to keep a journal of their experiences and will be presented with a certificate upon completion of the program. Residents will be also presented with a certificate that will contain a photograph of their student volunteer and describe how they helped the student volunteer's education.

5.5 Anticipated Values

The program is expected to have value in multiple dimensions. Simply having more people around the facility will add moments of interest for the residents and improve the freshness and liveliness of the social environment.

Having students available who are keen to help will provide increased availability of hands-on support for the staff not so much in their assigned duties but in general monitoring of residents by able-bodied persons.

Simply increasing the one-to-one attention that is provided to residents (beyond what staff have time for) will reduce the risk of tedium or monotony.

The youthful energy can also be expected to lead to enhanced activities for residents.

Attention is built into the program to try and make the program beneficial to all within the Governor's Center by up-front planning. Also, it is planned that the Program Coordinators will be alert to respond to any aspects that seem not to be fully positive.

The program is planned to take eight weeks, which is hoped to be long enough for the students to establish some rapport and relationship with their paired resident. Since the program will provide benefit to the residents, the program will serve a community need and be countable as valuable to the education of the students and the community as a whole.

Although the interactions between intern and resident are intended to be free and open interactions between individuals, the students will be provided with support from up-front planning to align interests and provide focus for the encounters, and in this way there is a curricula element to the structure of the encounters.

After the program, which is designed to be of finite duration for each student volunteer, there will be a reflective element in that the student volunteer will be asked to report on what they have learned and to hand in their journals (or a copy). Also the organizers will provide a report to the Governor's Center – including pre- and post-surveys regarding what went well and what could be improved.

The program is designed in the expectation that if the program is successful it can be repeated and even made into an on-going program of involvement with Westfield High School.

5.5.1. Measures

As part of the program the following measures are planned:

- Number of students and residents who were selected to take part.
- The number of certificates of completion handed-out. (Certificates are only issued to those who complete the whole program.)
- The number of encounters between Students and Residents.
- The number of hours of represented by the encounters.
- A survey of the satisfaction with the way the program was conducted according to students, residents, and the Governor's Center Program Coordinator.
- A survey of the enjoyment of the program of students and residents.
- A pre- and post-survey of attitudes to the Governor's Center by residents.

5.6 Pre-Requisites

To be successful, this program needs to start with the active support of both the Governor's Center Management and the Staff of the Governor's Center.

Approval by the Governor's Center Director will be followed by a brief presentation of the goals, the likely outcomes, and an assessment of any impact to the current staff during a staff meeting.

5.7 Success Criteria

- Between 4 and 10 well-qualified applicants for the student volunteer positions will be more effective than many less-well-qualified students.
- An initial eight-week program completed by all students (or an analysis of the reason for any drop-outs).
- Positive reports from the residents and students as to their experience of benefit from participating in the program.
- A positive change in pre- and post-measures of satisfaction from the residents.

5.8 Personnel Structure

5.8.1. Program Oversight & Operations

The Governor's Center Occupational Therapy OTR will have overall control of the program.

5.8.2. Program Coordinator

The Program will be run on a day-to-day basis by the Program Coordinator. It is intended that the Program Coordinator role will be filled by one or two volunteers.

The roles of Program Coordinator may be filled by enthusiastic and qualified members of the community, social workers, or Master's students in Occupational Therapy from Bay Path College.

5.8.3. Governor's Center Staff

The existing staff of the Governor's Center are not expected to incur additional responsibility in the program since they already have their work assignments. However, they play an important role in the general care and well-being of residents. It is hoped that they will be responsive to the program and enjoy their interactions with students. In general, the staff role will only be to help in exceptional circumstances.

In order to maximize communication and understanding a brief presentation will be provided to the staff during a normal staff meeting to present the goals of the program and to listen and address any concerns they may have.

5.8.4. Students

Students will number between 4-10 selected from applicants from Westfield High School.

The students will need to go through the application process described below in section 5.9.5.

5.8.5. Residents

The program recognizes that not all residents may be interested in encounters with young people and so the residents who want to participate will also need to register their interest.

The residents will be asked to select topics that interest them to help the organizers.

5.9 Overview of the Process

5.9.1. Go Ahead

The very first stage is to confirm the Governor's Center is fully supportive of the program and consulted in regard to the process and methods being proposed.

5.9.2. School and Student Sign-Up

The program's existence is then discussed with the appropriate staff within Westfield High School. If this approval is given then the existence of the program will be advertised by means of a sign-up sheet. Working with the school staff the essential elements of the program will be described with the intent that only applicants with a significant expressed interest will be passed through the full application process.

Only when it is clear that a sufficient number of qualified applicants for the student volunteer positions will be forthcoming, will the residents be informed of the program.

It is desirable if there are more applicants than the program is designed to manage so that there is a visible element of positive competition to be invited to join the program. Any value that the school can place on the program will be used to advertise the program – for example if the program represents some credit for course work or credit hours for civic duty.

5.9.3. Resident Sign-Up

Residents will be asked if they would like to participate in supporting a program of interaction with school students to have two-way interaction with young people and so be given a means to meet with students of the coming generation and exchange ideas.

It is ideal if the resident sign-up is open to all residents because the probability of success is increased if there is enthusiasm from the residents. However, some selection may be needed by the program coordinator to ensure that any safety concerns for residents are satisfied.

5.9.4. Pre First Program Measures

All residents who are part of the program will be surveyed as to various measures of satisfaction with their experience with Governor's Center. The survey will be approved by the Program Director before use. If possible the survey may be applied to a larger group of residents to see if the opinions of the selected residents are representative of the general population within Governor's Center.

5.9.5. Student Application

Since having a few well-suited students will be more beneficial than having more but less-well-qualified students, the application package will be important.

The package will include:

- A detailed description of the goal of the program so that the interested applicant can have a chance to think through the context of the program and whether they want to be a part of the program.
- The location of the Governor's Center, a map, driving directions, contact telephone numbers, and email addresses for the both the Center and the program.
- The criteria for acceptance into the program, which will include:
 - An expression of interest by the student
 - An consent form, and expression of support, from a parent or guardian
 - A minimum grade point average of 2.5 and a letter of support from a teacher
 - One other letter of recommendation
 - A successful interview with a representative from the Governor's Center – probably the Occupational Therapist.
- A list of interests that the student has – by selection from a prepared list as input to the matching process.
- The applicant will also be asked for a photograph that can be used as part of the introduction to their matched resident.

5.9.6. Vetting & Matching

It is important for smooth operation of the program that the students are able to understand and follow rules; that they are functionally able; that they are at least modestly socially competent and able to hold a conversation with an adult.

The vetting process will be performed by a combination of encouragement by school staff of appropriate students; by the modest barrier represented by the application process; and with final say being the interview by the Governor's Center representative.

Successful applicants will be matched by the program coordinators to residents who have the best alignment of interests.

The program coordinators will then produce a master schedule that records when and where the set of encounters for the students will take place. This master schedule will protect against any possible overload of resources and allowing adaptation to existing Governor's Center Schedule.

5.9.7. Training

There are three elements of training that will be essential to success:

- Governor's Center Staff
- Students
- Residents

The details are described in section 5.10 below.

5.9.8. Encounters

The encounters will take place according to the master schedule. The students will be expected to be self-reliant in managing their transport for arrival and departure and will register their arrival and departure from the premises.

Parents and guardians are not invited to attend the encounters themselves so as to give the students and residents maximum opportunity for a one-to-one relationship.

5.9.9. Reflection & Post First Program Measures

At the end of the planned series of encounters residents will be surveyed on what they felt about the I-GO program.

Also they will be re-surveyed on the various measures of satisfaction with their experience with Governor's Center that was used before the program.

5.10 Training

5.10.1. Staff

Although they have not direct responsibility in the program, it will be crucial to explain the program to the staff and encourage their support in order to minimize any confusion or possible resentment. It may also need to be explained what students may be reasonably asked to do while on site and to be alert for when an student volunteer may need assistance such as asking for the location of something or someone.

5.10.2. Students

There are two main reasons to train the students. Firstly they need to be made aware of the rules of the house and how to preserve both their own and the resident's safety. In addition, participation in this program will likely to take students beyond their normal environment and out of their comfort zone. Specifically they will be entering what may appear as a new and foreign environment in the residential facility.

Since many of the residents will be suffering from a variety of illnesses, it may be necessary for the students to confront their own fears of old age and death. The training should briefly cover topics of normal aging and abnormal aging, such as dementia, so as to provide students some understanding of situations to which they may be exposed (Waggoner, 1995).

Since they will be engaged in talking to people without the usual direct supervision of a school teacher, parent, or guardian, they may also be demanded to be more *adult* than they have needed to be to date. They may also need to address their own feelings of shyness or insecurity. They may also need to have explained the need for increased responsibility when working with residents who are both senior and possibly frail.

In some cases there will be a need for specific explanation about the types of behavior and useful responses to odd behavior by residents.

Also, specifically, it may need to be explained that communication can be both verbal and non-verbal and that speaking is not always required. For example, several activities, such as working on a jigsaw puzzle or playing chess with a resident, can be carried out with very little talking.

The students will also be handed a journal and asked to write about each visit and to provide a reflection on their experiences at the end.

Training will consist of a presentation to the students, probably held at the school. Beyond the presentation, a second part of the training will involve an initial visit to the facility prior to students first encounter with their matched resident, primarily to get over the initial shock of visiting a new place.

When paired with a resident, the student volunteer will be provided with a copy of interests that were provided by the resident. They will also be trained to prepare for each encounter by thinking of a few questions they would like to ask when they meet and to keep a note of any topics of conversation or things to do with the resident.

5.10.3. Residents

The residents who are matched with a student volunteer need to be instructed in what to expect. This will include a description of their assigned student volunteer, ideally with a photograph provided in the student's application.

Residents may need to be reminded to appreciate that the students are not experienced and are trying to be helpful, and that the role of the resident should be seen as helping the intern understand how age gives you different perspectives.

Due to the age of the students, residents may need to be reminded of limits on what to ask of them. For example, they may not ask the students to leave the premises or go to the shops for them. Additionally, students should not be asked to help with personal hygiene needs. Governor's Center staff are ready and willing to help with everyday needs. Students are people who share similar interests and wish to have social interactions with those of other generations.

5.11 Timeline

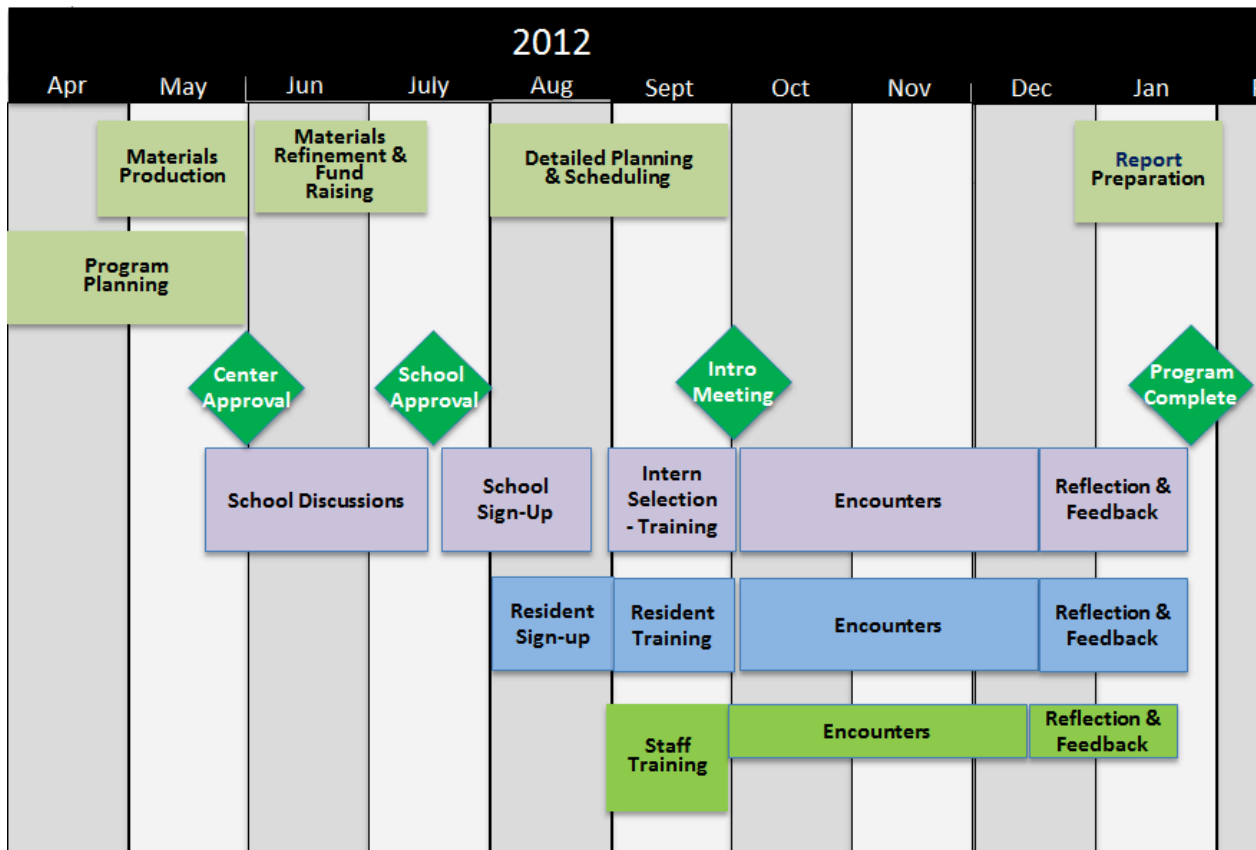


Figure 3 I-GO Timeline

5.11.1. Concept Approval

Approval will follow discussions with the Governor's Center to tune the program details, and review the materials.

5.11.2. School Approval

Approval by the authorities of Westfield High School to obtain permission to look for students who might enjoy and benefit from the program will follow from presentation and discussion of the concept and tuning it to align with educational needs and addressing any concerns.

5.11.3. School Sign-up

Time to inspire interest in the program within the school and to distribute application packages to interested students.

5.11.4. Residents Sign-up

In a staggered start to allow time to be confident that the program is proceeding to this plan, residents will be invited to sign up.

5.11.5. Training

The three varieties of training are carried out to ensure that the staff, the residents, and the students are all ready to begin the program of encounters.

5.11.6. Detailed Planning

Confirming the master schedule for encounters to ensure good communication and resource utilization.

5.11.7. Introductory Meeting

A short ice-breaking visit by the students to tour the facility.

5.11.8. Follow up and Post program metrics

Time for both the program coordinators and the students to measure and reflect on what went well and what could be improved about the program.

5.11.9. Follow on Programs

While this program is designed to be of finite duration, if the program is judged to be useful then naturally there will be opportunities to build on success with various follow-up programs.

5.12 Implementation Budget

The I-GO program staffing will take one to two hours a week of program oversight by one of the Governor's Center OTRs, as this program aims to provide residents the opportunity to regain roles, and pursue activities, that have been meaningful to them in the past.

In the first implementation of the I-GO program, it is recommended that the Project Coordinator post be held by a volunteer at Governor's Center, or two volunteers could share the role.

Should the program be as successful as expected, then Governor's Center may look into grants to fund the Project Coordinator role or consider a part-time, 10 to 12 hour, administrative position, for which funding may be considered during the next budget cycle.

It is expected that staff will be able to manage most situations that arise during the program as these students will be treated like any visiting guests of residents. However this plan calls for a specified responsible person - either the OTR or one of the Program Coordinators - to be present or *on-call* for Governor's Center staff whenever students are scheduled to be at the facility.

I-GO Budget (for one-year, including planning and two implementations of 8-weeks each)

Staff	
OTR funding estimated at \$50 per hour for 104 hours (2 hours per week for one year*)	\$5,200
Program Coordinator(s), volunteers	\$0
Westfield High Coordinator, no-charge	\$0
Marketing Collateral Materials (majority will be created and printed on current Governor's Center systems).** Paper and toner, for application packs, certificates, other items including handouts for activities. (1,000 pages x 0.25 per copy, based on recent toner and paper purchases) Journals for students to record experiences (for instance, Sustainable Earth by Staples® Notebooks, \$2.99 each x 20, can economize by style)	\$310 Made up from: \$250 \$60
Food	
For full Governor's Staff Education Meetings (3 per year), 100 Dunkin' Donuts Munchkins, \$25)	\$100
Activity Items (Including snacks for residents and guests, game boards, products for crafts).	\$2000
Rooms , for activities, meetings (at school and Governor's Center), no charge	\$0
TOTAL	\$7,610

*One year allows for planning and running first program, and possibly a second. Once residents are participating OTR hours may be billable.

**Current costs figured on 10-page application package for students, 5 for residents.

5.13 Materials & Needs

The following is a list of items that will be needed by the program:

- Journals for the students
- Certificates for both Students and Residents
- Photos of the students
- Application Packages
- Miscellaneous snacks and drinks
- Printing of Surveys

6. References

- Eden Alternative (2011). *About the Eden Alternative*. Retrieved from <http://www.edenalt.org/about-the-eden-alternative>
- Hospital-Data.com (2011). Governor's Center – Westfield, MA. Retrieved from <http://www.hospital-data.com/hospitals/GOVERNORS-CENTER-WESTFIELD.html>
- Jarrott, S., Smith, C., & Weintraub, A. (2008). Development of a standardized tool for intergenerational programming: the Intergenerational Observation Scale. *Journal of Intergenerational Relationships*, 6(4), 433-447.
- McMurty, S. L. & Hudson, W. W. (2007). Client Satisfaction Inventory (CSI). In J. Fischer, & K. Corcoran (Eds.), *Measures for clinical practice and research: A sourcebook* (pp. 153-154). New York: Oxford University Press, Inc.
- McNair, B. A., & Moore, K. S. (2010). The effects of intergenerational programs on individuals with Alzheimer's disease or dementia. *Annual in Therapeutic Recreation*, 18 141-156.
- Mass.gov (2011). *Health and Human Services*. Retrieved from <http://webapps.ehs.state.ma.us/nursehome/FacilityOverall.aspx?Facility=0041>
- Medicare (2011). *Nursing Home Compare*. Retrieved from <http://www.medicare.gov/NHCompare/Include/DataSection/Questions/HomeSelect.asp> selecting "within 10 miles of Westfield, Massachusetts"
- Romack, J. L. (2004). Increasing physical activity in nursing home residents using student power, not dollars. *Educational Gerontology*, 30(1), 21-38. doi: 10.1080/03601270490248437
- Texas Long Term Care Institute (2011). *Elder Questionnaire*. Retrieved from <http://www.qsource.org/NHQI/texasresidentquestionnaire.pdf>

U.S. Census Bureau (2011). *Factsheet: Westfield city, Massachusetts*. Retrieved from

http://factfinder.census.gov/servlet/ACSSAFFacts?_event=Search&geo_id=&_geoContext=&_street=&_county=Westfield&_cityTown=Westfield&_state=04000US25&_zip=&_lang=en&_sse=on&pctxt=fph&pgsl=010

Waggoner, G. (1995). Adopt an elder: Linking youth and the elderly. *Activities, Adaptation & Aging*, 20(1), 41-52.

7. Appendix A – Resident Application Package

7.1 Multipurpose handout for residents

Use on bulletin boards, hand out as a flyer, use as cover to application package.

7.2 Resident's Application

An application form.

7.3 Activity Matching List

A list of activities for both the resident and student to use to provide information that will aid in matching applicants.

7.4 Sample Resident Appreciation Certificate

A certificate with a photograph of the student to show appreciation for the resident's involvement.

7.5 Resident Attitude Survey

A survey of the resident's attitude to the Governor's Center (Texas Long Term Care Institute, 2011).

7.6 I-GO Program Satisfaction Survey

A survey of the resident's satisfaction with the I-GO Program.