



# Background

## **Pilot program: FORE! The Love of Golf**

In 2024, The City of Calgary worked in partnership with Alzheimer Calgary and researchers from the University of Calgary to develop a golf program designed for, and with input from, people living with dementia. The program goal was to provide a safe and inclusive space where people living with dementia and their care partners could enjoy a 12-week golf program and contribute to the development of dementia-friendly programming offered by The City of Calgary.

Over the course of the program, participants and care partners shared feedback with program staff. A Program Connector with expertise in dementia programming also provided feedback and observations to the project team. These observations, feedback, and conversations between the pilot program partners led to the creation of the Dementia-friendly Program Toolkit and high-level recommendations.

## **Font size**

In keeping with the program recommendations in this text, a large font size was chosen for this document to be more easily readable.

## **The City of Calgary Sports and Recreation Equity Audit Tool**

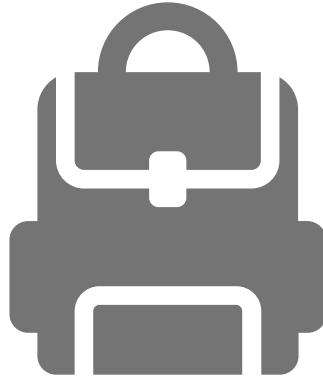
The Dementia-Friendly Program Toolkit is designed based on The City of Calgary Sports and Recreation [Equity Audit Tool](#). The Equity Audit Tool should be used to conduct annual audits of City of Calgary facilities and programs. Please refer to the Equity Audit Tool for more actions supporting equitable policies, practices, programs and facilities.

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## How to use the Toolkit

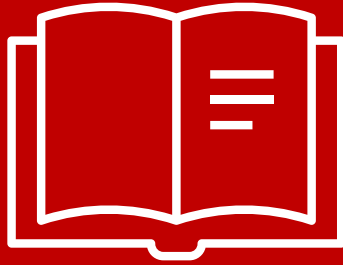
This Toolkit is designed to provide some key context and guidance for developing dementia-friendly programs in The City of Calgary. It is supplemental to the [Equity Audit Tool](#), which provides clear steps to improve facility and program accessibility.

At the end of this Toolkit is a [program delivery checklist](#). Please read the Toolkit in its entirety to help prepare you and your team for success in delivering a dementia-friendly program.

## Thank you

As Calgary's population changes, we can serve Calgarians by adapting to changing needs. By taking initiative to start a program that supports people living with dementia, you are contributing to better quality of life for Calgarians.

Thank you for getting involved and supporting people living with dementia in our city.



## **A. Key considerations**

# A. Key considerations for running your dementia-friendly program

## Consistency and structure

**Consistency, routine and clear structure are important for delivering dementia-friendly programming.**

### *What is the goal?*

Help participants, care partners or support staff, volunteers and program staff feel comfortable and prepared for each program session.

### *How can you accomplish it?*

- ❑ Routine: create a consistent schedule for your program and communicate that schedule at the beginning of each session. You can use the [weekly program schedule examples](#) for ideas.
- ❑ Wallet card schedule: create a wallet card, with large print, that outlines the schedule each day. Give a card to each participant at the beginning of every session, so they can refer to it privately.
- ❑ Roles: assign staff and volunteers' clear roles that do not change from week to week.
- ❑ Size: keep program ratio low (e.g. 12 participants for every 1 program staff member, or less).
- ❑ Orientation (optional): give some extra time on the first program day to orient new participants. Learn more in the [program delivery checklist](#).

## Comfortable and welcoming space

### **For people living with dementia, accessibility is key.**

#### *What is the goal?*

Help participants navigate spaces and programs with ease.

#### *How can you accomplish it?*

- ❑ Clarity: ensure program staff and volunteers know the schedule and can answer questions clearly.
- ❑ Large print: clear communication that is easy to read helps reduce anxiety related to confusion and visual impairments. Provide printed materials with fonts 14 points or larger. Use plain language. Avoid abbreviations and contractions. Coloured paper (cream or yellow) provides contrast and can make it easier for participants to locate and process information.
- ❑ Signage: post clear signs, at eye level, at all key areas of your program, including the facility entrance. Signs should be large and noticeable.
- ❑ Colour-coding: use a colour to indicate the door to your program. We suggest blue, because it tends to be a calming colour, and blue resources (such as tape) are readily available.

Tip: Use the same colour for all items related to your dementia-friendly program. Use indicators which are noticeable and suit your program type.

#### Examples:

- Use coloured flagging tape on power carts to indicate that the tagged carts can drive closer to the tee box.
- Use blue painters' tape to outline boundaries and safety lines.

Make sure staff know that participants displaying the visual indicators are living with dementia and may require additional time or support. For some programs, you may consider program adjustments to accommodate people

living with dementia (e.g., for golf, blocking off extra tee times for pace of play).

## Staff and volunteers

### Staff and volunteers are the heart of your program.

#### *What is the goal?*

Create a program supported by staff and volunteers who are trained, prepared and reliable.

#### *How can you accomplish it?*

#### **Staff:**

- ❑ Communication cards: provide wallet cards to staff outlining [Tips for Dementia-friendly Interactions](#). [Sample wallet cards](#) can be found in the Appendix, and a tip sheet can be found in the [Dementia-friendly training](#) section below.
- ❑ Let staff know: staff at the facility should be informed of the program and be welcoming of participants and care partners arriving at the facility each week. Print out the [Tips for Dementia-Friendly Interactions](#) and post it in a place that is visible to facility staff.
- ❑ Program connector: assign a trained staff member or lead volunteer to float between groups and address issues that may arise. Having someone assigned to a connector role for the duration of the program helps everyone enjoy the program more.
- ❑ Staffing needs: select staff who have completed Dementia 101 training. Consider how many staff you need to support your participants. Volunteers can be present to help facilitate the program, but they cannot take the place of key staff. Ensure you have the staff you need to run a successful program, including instructors.

## Volunteers:

- ❑ Communication cards: provide wallet cards to volunteers outlining **Tips for Dementia-friendly Interactions**. A tip sheet can be found in the **Dementia-friendly training** section below.
- ❑ Trained volunteers: reach out to the Recreation Program Specialist for more information as we work to recruit volunteers who have lived experience with dementia or have been trained to work with participants living with dementia.
- ❑ Volunteer staffing needs: consider the available volunteers and how many volunteers you need to support your participants.
- ❑ Volunteer diversity: some people living with dementia are more open to receiving assistance from people of the same gender or with similar identities and experiences. Consider the diversity of your volunteer group, as well as the identities of your participants, when selecting volunteers.
- ❑ Volunteer commitment: ensure volunteers have a desire to positively impact participants and are committed to the full program cycle.
- ❑ List for the future: consider keeping a list of volunteers who have received dementia-friendly training and done a great job facilitating the program.

## Grief and loss

Grief and loss may impact those who participate in dementia-friendly programming. Supports are available to help participants, staff and volunteers during this time.

### ***Community resources***

Organizations such as Alzheimer Society of Canada offer resources to help navigate grief that may come with a diagnosis of dementia or the loss of a loved one.

**Alzheimer Society:** <https://alzheimer.ca/>



## **B. Program audit & Hazards assessment**

## B. Program audit

**Take these steps to ensure you have the resources to run a dementia-friendly program.**

*What is the goal?*

Uphold a high standard for program delivery at The City of Calgary.

*How can you accomplish it?*

- ❑ Conduct a self-assessment: assess the internal knowledge and experience of your team to establish an initial understanding of training and program needs. Some examples of questions you can ask:
  - What knowledge or resources does our team already have in this area?
  - What are some things we might need?
  - What kind of program space is available to us?
  - Do any of us have training to work with people living with dementia?
- ❑ Conduct an equity audit: conduct an audit of your facility using the **Equity Audit Tool** to identify any barriers to participation or accessibility concerns.
- ❑ Plan for more investment at the beginning: the first program cycle will require more resources than most programs. Consider that the program will require additional costs for training, additional staff hours, equipment, and accessible space. After the first program cycle, those initial investments may not be required again, and they will set your program up for success.

# Hazards assessment

## **Conduct a hazards assessment of your space to prepare for a dementia-friendly program.**

When assessing your space for program hazards, start with the Tips for Dementia-Friendly Spaces checklist from Dementia-Friendly Canada: [DFC-Spaces-Job-Aid-revisions-21-07-28 \(alzheimer.ca\)](https://www.dementiafriendlycanada.ca/DFC-Spaces-Job-Aid-revisions-21-07-28)

The following are some additional considerations for programs:

### **Atmosphere**

- Air: the room should be temperature-controlled, with a working thermostat. If one area has a cooler or warmer airflow, participants may not enjoy sitting in that area.
- Lighting: make sure the program space is well-lit, without the use of fluorescent lights, if possible. Uneven lighting can create disorienting shadows. Minimize any visual distractions such as bright sunlight where participants are sitting.
- Noise: avoid areas with loud, ongoing, or otherwise disturbing noises.

### **Access**

- Doors: ensure the accessible push button is working and doors are wide enough for accessibility needs such as wheelchairs.
- Stairs: try to avoid stairs in your dementia-friendly program area. If stairs are present, implement clear signage, mark the stairs with tape to help with sighting between steps, and ensure there are easy-to-reach handrails.
- Elevator: ensure the elevator is clearly indicated by signs and in good working order.
- Washrooms: make sure your program area is close to accessible universal washrooms, so participants can be accompanied by caregivers if necessary.

## Area

- ❑ Front desk: if the front desk is above counter height, it can make the person behind the counter appear to be floating. Assign a volunteer or staff member to greet participants at the door to bypass interactions with the front desk.
- ❑ Seating: chairs must be stable, should not roll, and should ideally be regular height (not bar height). Have chairs with arm rests available for those with balance concerns.
- ❑ Rugs: dark area rugs can sometimes appear as holes in the floor. Remove them if possible or use tape or furniture to soften the effect.
- ❑ Mirrors: avoid setting up seating that faces mirrors, if possible, to minimize distractions.
- ❑ Equipment: equipment should be vibrant and easy to see (e.g., yellow golf balls). Pylons and tape can help mark space on the floor.
- ❑ Safety: doors and cabinets that are not needed for the program should be locked.



## **C. Dementia-friendly training**

# C. Dementia-friendly training

## Staff and volunteer education

**Help staff and volunteers feel prepared by building education into your program.**

Dementia-specific training is helpful for everyone on the program team, including supervisors, instructors, leaders, support staff and volunteers. All staff and volunteers should be trained in dementia-friendly programming and aware of the program goals, daily program structure, accessibility barriers and safety features of the space.

### *What is the goal?*

To have educated staff and volunteers that are great ambassadors for dementia-friendly programming.

### *How can you accomplish it?*

Orientation: Have an initial training meeting to educate staff and volunteers before the program begins, using up-to-date [training resources](#).

Regular review: At the end of each program, have a brief meeting with staff and volunteers to review key learnings. If your program is longer than 8 weeks, commit to a mid-program learning session where staff and volunteers can discuss challenges and learn together.

## Dementia 101 Training

The City of Calgary offers Dementia 101 Training, which is listed with all the trainings offered to City of Calgary Recreation & Social Programs staff, and registration can be completed through the Learning Management System (LMS). This training is only available in person.

Ensure you and your program staff have completed Dementia 101 Training prior to beginning your dementia-friendly program.

## **Training resources**

These one-page tip sheets from the Alzheimer Society of Canada provide essential information for working with people with dementia. Review these with your program staff and volunteers prior to the first day for participants.

All of these resources, along with videos and other useful tools, can be accessed at [Dementia-Friendly Canada | Alzheimer Society of Canada](#).

### **Tips for Dementia-Friendly Interactions:**

[https://alzheimer.ca/sites/default/files/documents/DFC-Interactions\\_TipSheet\\_Final.pdf](https://alzheimer.ca/sites/default/files/documents/DFC-Interactions_TipSheet_Final.pdf)

### **Dementia-Friendly Language Guidelines:**

[https://alzheimer.ca/sites/default/files/documents/DFC-Language%20TipSheet\\_Final.pdf](https://alzheimer.ca/sites/default/files/documents/DFC-Language%20TipSheet_Final.pdf)

### **Tips for Dementia-Friendly Spaces:**

[https://alzheimer.ca/sites/default/files/documents/DFC-Spaces%20TipSheet\\_Final.pdf](https://alzheimer.ca/sites/default/files/documents/DFC-Spaces%20TipSheet_Final.pdf)

### **Tips for Dementia-Friendly Written Material:**

[https://alzheimer.ca/sites/default/files/documents/DFC-Writtten%20Comm%20Tip%20sheet\\_Final.pdf](https://alzheimer.ca/sites/default/files/documents/DFC-Writtten%20Comm%20Tip%20sheet_Final.pdf)



## **D. Program delivery checklist**

## D. Program delivery checklist

This checklist is designed to help you plan your program from beginning to end. It starts with things you will need to consider when thinking about staffing and resourcing, then program basics, and finally, considerations for program sessions and wrap-up.

### As you plan your program...

#### Assessment

- Conduct a [dementia-friendly program audit](#) before committing to running a program.
- Choose an appropriate program location and space.

#### Description

- Be clear about the program and your expectations for participants, including skill level.
- Create a program description that can be easily understood by care partners and participants, as well as City of Calgary staff and volunteers.

#### Budget

Think about the resources you can allocate to this program. Will you need extra staff or several volunteers to ensure the program's success? Ensure you have enough resources for program essentials, especially for the first program cycle.

- Create a program budget, considering the resources you have available for program essentials. Dementia-friendly programs require some additional budget considerations, including:

- Extra program and staff time for socializing before and/or after each program session
  - Emergency snacks and drinks during program
  - Any equipment or supplies needed as a result of the **Hazards Assessment** or other space assessment (e.g. earplugs, painter's tape or blue tape to mark areas, pylons, extra chair for additional seating areas).
- If the program is off-site, carry a locked box of supplies, including the program binder with attendance, waivers and emergency contacts; emergency first aid kit; and program equipment.

## **Staffing and volunteers**

Begin recruiting for volunteers as early as possible, in case you need to post special recruitment announcements. Volunteers will need to have necessary certifications and clearances, such as a Police check. Once staff and volunteers have been selected, schedule training dates before the program begins.

- Recruit for staff and volunteers who have lived experience or training to work with people living with dementia.
- Schedule staff and volunteer training dates.

## **Primary contact**

When multiple staff or organizations are working together to deliver a program, participants may be unsure who they should contact. A primary contact can be one person or multiple people. If the primary contact method alerts more than one person, establish a process for responding, ensuring that all communication is consistently responded to in a timely way, and make sure everyone knows what to do.

- Establish a primary contact for your program.

## Location and schedule

Remember that consistency and accessibility are important. Consider shortening formal instruction or dividing instructional time into sections with breaks between.

- ❑ Set a consistent program schedule which includes a 15-30 minute pre- and/or post-session socializing and debrief time.
- ❑ Consider the duration and type of activities. Care partners often appreciate when a program is longer in duration, to make their travel to the program worth the time.
- ❑ Create wallet cards of the schedule for each session that staff, volunteers and participants can refer to privately.

## Safety and experience

### *Safety*

Before your program begins, check that you have a first aid kit and all other required safety equipment and emergency plan on-site. All staff, volunteers and participants need to be aware of emergency exit plans and muster points.

### *Snacks and first aid*

If your budget allows and your program is more than 60 minutes in duration, plan weekly snacks that are bite-sized, easy to hold with one hand, easy to open and healthy. Suggestions include beef jerky, fruit, vegetables, cheese and crackers, granola bars and one-bite muffins. Review [participant questionnaires](#) for allergies and eliminate any snacks that contain allergens.

If you cannot provide regular program snacks, add emergency non-perishable snacks and bottled water to the first aid kit.

- ❑ Make sure you have a First Aid Kit, with emergency snacks and bottled water and identify the location of an AED.

# Before your program begins...

## Pre-program orientation for staff and volunteers

Hold an initial training meeting to educate staff and volunteers before the program begins.

- Complete staff and volunteer training using the [tips sheets provided in the dementia-friendly training section](#) of this Toolkit.
- Ensure all staff and volunteers know the location of emergency exits and muster points.
- Let facility staff know that participants may arrive early and require access to a quiet location with seating to wait.

## Pre-program hazards assessment

As part of the pre-program orientation, tour the program facility with staff and volunteers. Make note of everything that might be difficult for participants to navigate or access and implement solutions where possible.

- Conduct a walk-through and [hazards assessment](#) with staff and volunteers.

## Planning for participant comfort

### Space

- If possible, identify a quiet location with seating where participants can wait if they arrive early and can retreat to during program time if they need a break.
- Consider incorporating music into your program to support mood and memory. Feel free to ask your participants what music they enjoy. Music is not necessary, if it is a sensory distraction for participants.

### Preparation

- Prepare an attendance list.

- ❑ Provide name tags for all staff, volunteers, participants, and care partners or support staff at each session.
- ❑ Gather important information from participants, such as emergency contact, allergies, and any relevant medical information they choose to share. Make sure you are clear about your purposes in gathering information and store it in compliance with all policies and privacy regulations.
- ❑ Consider how you might group people with similar abilities together.
- ❑ Plan an orientation for participants during the first program session, if necessary.
- ❑ Display program schedules and participant groups (e.g. tee time groups with their assigned staff and volunteers).

## Program sessions...

### Orientation session

Make the first program day an orientation day for participants if necessary. Meet people at the front doors and walk them through where the program will run. Keep the focus on activities related to the program (e.g., mobility considerations, time allocated, etc.) and keep the orientation on a simple, timed schedule. After the orientation is complete, schedule some time for socializing (15-30 minutes).

Ensure staff and volunteers are prepared for the orientation session with a clear understanding of the program schedule and facility.

Orientation sessions may include:

- Icebreaker or energizer
- Overview of program format and schedule
- Participant and care partner or support staff expectations
- Tour of facility and space
- Introductions to staff and volunteers in the program and facility

## Sample orientation day schedule:

### 1. Welcome

- Greet each participant warmly and introduce staff and instructors.
- Welcome care partners and support staff, and ask them to fill out the participant information request.
- Provide name tags every program day to help everyone remember names and feel part of the group.
- Offer a brief overview of the program and provide a visual handout of the program.

### 2. Introduction to staff, volunteers and all participants, including care partners or support staff

- Allow time for instructor, staff, and volunteers to share their background and experience.
- Review [tips for communication](#) ahead of time.

### 3. Program overview

- Explain the program and the types of exercises that will be performed during the program. (*Example: strength, balance, flexibility, and cardio*).
- Share the benefits of physical activity emphasizing health, mobility, and social interaction.
- Be sure to let care partners know that the program registration fee is only for the person living with dementia. Care partners and support staff can participate at no extra cost.

### 4. Health and safety briefing

- Use plain language to explain emergency protocols. Keep this brief!
- Encourage participants to let volunteers or the instructor know if restrooms are needed or if problems arise during the program.

### 5. Social interaction and icebreaker activities

- Engage participants and volunteers in an icebreaker activity to help them get comfortable with their group. (*Example: "What is your favourite sport?"*)
- Use the conversation to connect participants who share the same favourite sport.

- Refer back to things you learned about participants to generate conversations in the future.
6. Facility tour
    - Show participants the location of restrooms, water fountains, quiet areas, and the program spaces.
  7. Break for water or washroom
  8. Q&A
    - Open the floor for questions to address any uncertainties or concerns.
    - Reassure participants that all questions are welcome and there is no pressure to remember the information provided.
  9. Wrap-up and next steps
    - Confirm the schedule of upcoming classes and any additional program information.
    - Hand out a printed schedule with contact details.
    - Let care partners know about the expectations of the program and answer any questions they may have. Ensure they have all materials necessary for success of the program. (*Examples: wallet cards and program handouts*).

## **Weekly or regular sessions**

### ***Welcome***

In an ideal scenario, schedule 10-15 minutes for group socialization at the beginning of the program. This allows time for informal discussion as well as offering a window of time for participants to arrive without being late. Since each day may present different challenges for the person living with dementia, this buffer time is an important feature of dementia-friendly programming.

During the buffer time, include a warm-up stretch activity to activate muscle memory connection and get participants engaged in the session.

- Allow time for participants to arrive within a 10-15-minute pre-program window.

- Provide name tags to staff, volunteers, participants and care partners or support staff.
- Go through the program schedule for the day with everyone.
- Ensure the volunteer or staff member who guides participants from one area to another is prepared.

### ***Wrap-up conversation***

Provide regular, consistent opportunities for guided reflection at the end of each session. This is a great time to use your [weekly scorecard](#). Check in with volunteers to see if they have any questions or concerns arising from the program session.

- Celebrate achievements!
- Check in with participants during each debrief session.
- Check in with volunteers after each program session.

### **Sample wrap-up conversation starters:**

- **“How did you feel during today’s program?”**  
Encourages connecting to emotions and sharing feelings.
- **“Is there anything you would like to share from the program today?”**  
Focuses on enjoyable moments, which can help reinforce positive memories of the session.
- **“Is there an exercise or movement you’d like to do more of next time?”**  
Gives participants a sense of control and input, which can increase engagement and enjoyment.
- **“Is there anything you’d like to talk about before we finish?”**  
Allows participants to voice any concerns, ask questions, or simply share thoughts, which can create a sense of closure.
- **“Would anyone like to share a tip on something that helps you stay active at home?”**

Fosters a sense of community and encourages sharing of ideas that can be useful outside of class.

- **“Does anyone feel like stretching a bit more, or are we all ready to wrap up?”**

Provides a gentle way to assess if anyone needs extra stretching or relaxation time before they leave.

## **Additional Considerations**

### ***Cancellations***

Rather than cancel the program due to inclement weather or other unforeseen circumstances, plan some backup activities that follow the regular program format. Routine is vital for people living with dementia and their care partners. If canceling is the only option, contact each participant through their preferred communication method.

### ***Program evaluation***

Program evaluations are a great way to get feedback. If you are conducting program evaluations with participants, use simple questions that are easy to understand and easy to answer. Keep it brief!

Use the [Sample Program Evaluations](#) as a template.

- (Optional) Conduct a mid-program evaluation to hear from participants about their experience with the program.
- (Optional) Conduct a mid-program evaluation to hear from staff and volunteers.



# **E. Appendices**



**Wallet card**

# Wallet card: tips for dementia-friendly communication

(Print this page and fold it!)

## USE PLAIN LANGUAGE

Stick to clear, direct sentences and provide information one step at a time. Remember a warm smile and eye contact will help reassure and promote participation in your program.



## AVOID CORRECTING OR ARGUING

Redirect conversations gently and validate feelings even if statements are incorrect. Engaging in the participant's reality can prevent frustration and make interactions more meaningful.

## USE VISUAL CUES AND GESTURES

Supplement words with hand gestures and body movements. Provide a program schedule or routine paper handouts before your program begins.

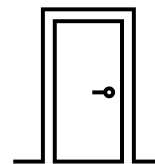


## FOCUS ON STRENGTHS

Identify and engage with the current abilities of your participants. Avoid making assumptions and instead actively listen and ask questions.

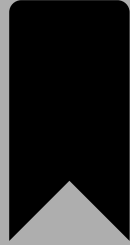
## LIMIT DISTRACTIONS

Remember to close doors and blinds and reduce distractions which can lead to confusion or agitations. Regularly check in with participants on the volume of music during the program.



## STAY POSITIVE

Remember to answer any questions, even if that means repeating information several times. A positive tone and empathetic approach will make interactions more pleasant.



# Participant questionnaire

# Pre-program sample questionnaire for participants

*Include a current, approved privacy statement at the top of this questionnaire.*

Thank you for taking the time to share a little about yourself. Your answers will help us create a program that is enjoyable and meaningful for you.

## 1. Getting to know you

- **What is the name you prefer to be called?**
  
- **How would you get to this program (what transportation do you use)?**
  
- **What language do you prefer to use when speaking with others?**
  
- **Do you have any allergies? If so, please list them:**

- **What do you enjoy doing in your free time?**
  
- **What is something you are proud of or have accomplished in your life?**

## **2. Your Abilities**

- **Do you have any challenges with hearing, eyesight, mobility, or balance?**
  
- **Do you experience challenges with attention and memory?**
  
- **What do you enjoy doing by yourself?**

### 3. Your Preferences

- **What kind of activities do you enjoy?**

*(Select all that apply)*

- Listening to music
- Dancing
- Art and crafts
- Gardening
- Playing games
- Socializing with others
- Reading or listening to stories
- Watching movies or TV
- Physical exercise or walking
- Other: *(Please specify)*

### 3. Communication and Support

- **How do you prefer to communicate with others?**

- Talking
- Writing
- Using gestures
- Other: *(Please specify)*

• **Do you need any help or support during program activities?**

Yes

No

Sometimes

◦ **What kind of support?**

#### **4. Your Goals**

• **What would you like to get out of this program?**

Having fun

Meeting new people

Learning something new

Staying active

Relaxing

Other: *(Please specify)*

#### **5. Comfort and Well-being**

• **Are there any things that help you feel comfortable and relaxed?**

- Is there anything that makes you feel upset or uncomfortable?
  
- Do you have any worries about participating in the program?

## 6. Additional Information

- Is there anything else you would like to share?

**Primary Contact** \_\_\_\_\_

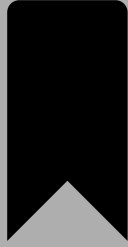
**Secondary Contact** \_\_\_\_\_

### **Information release (optional):**

Do you give us permission to share the information collected in this form with program staff and volunteers?

Yes

No



# Celebrations

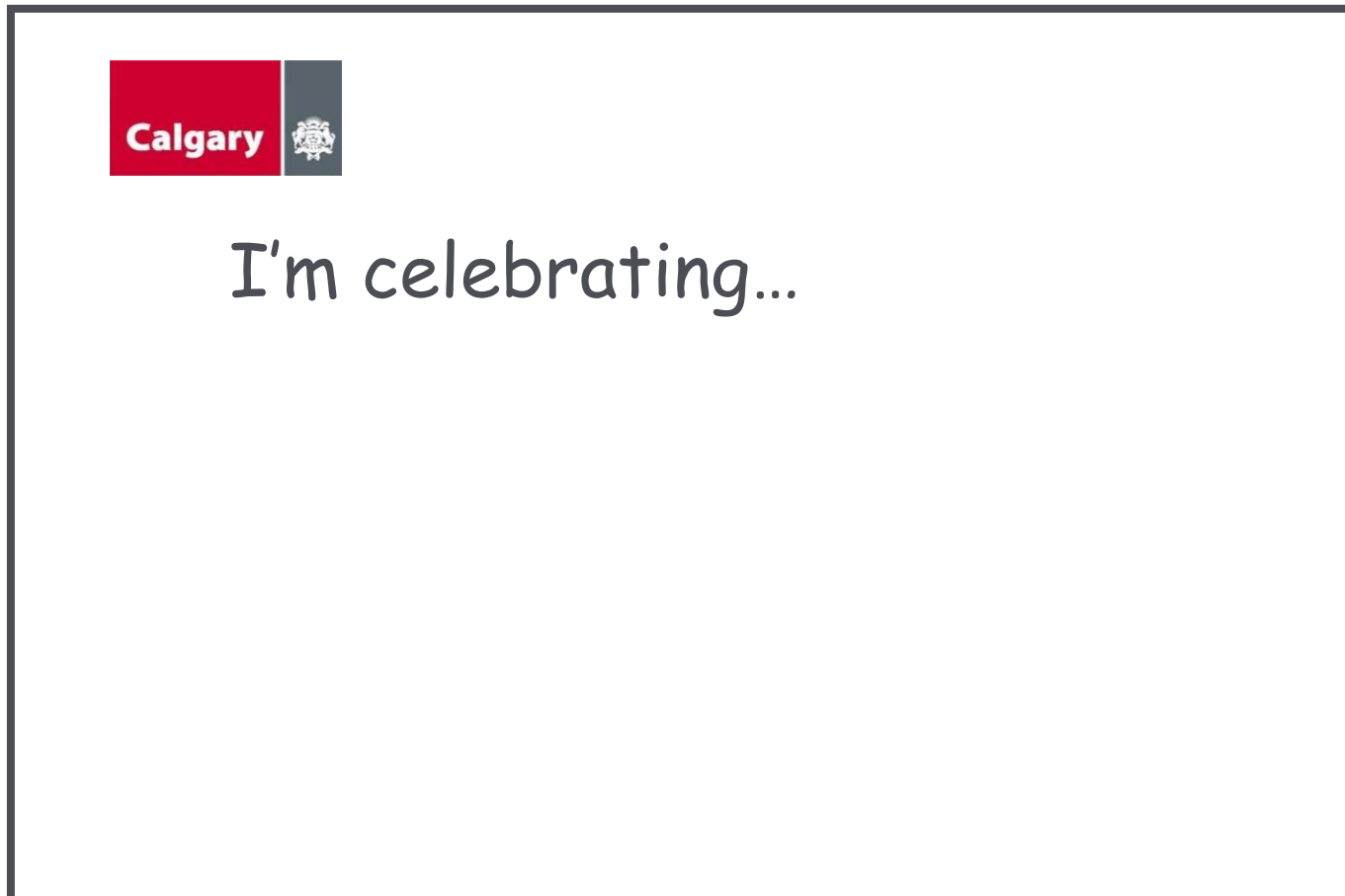
# Celebrating accomplishments

It is important to celebrate special moments during the program. Create posters that say, "I'm celebrating..." and write in special moments when they occur. Put all the signs on an "I'm celebrating..." wall, so everyone can enjoy them.

You can read about the impact of "I'm celebrating..." posters here:

<https://newsroom.calgary.ca/teeing-up-connection-in-the-golf-with-dementia-program/>

## Poster example:





# Weekly scorecard

# Weekly scorecard

The weekly scorecard is an opportunity for participants, care partners and volunteers to share what was special or challenging for them each week.

The scorecard below is two-sided. On the first side, participants can reflect on their experience. The back of the page provides space for participants to share a memory from the session that day.



Date: \_\_\_\_\_

# Weekly score card

1. How did you feel **before** the program today?



2. How are you feeling **after** the program today?



3. Has this session positively impacted your wellness?



4. Did you feel welcomed and supported during the program?



5. Did you have fun today?



6. Do you have any comments or feedback that you would like to share?

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# MEMORY MAKER

Share a memory from today.

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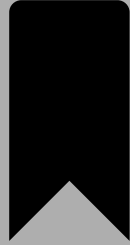
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# **Weekly program schedule**

# Weekly program schedule (examples)

In any program schedule, social time is very important. Consider how you will work socializing into your program.

## **Outdoor golf program with lessons**

9:30 – 10 a.m. – Group socialization

10 – 10:15 a.m. - Golf Pro provides a warm-up and instruction at the driving range.

10:15 – 11 a.m. – Participants put into practice what they have learned, with the support from the Golf Pro, volunteers and program staff.

11 – 11:15 a.m. – Break for water, snack and restroom.

11:15 – 11:45 a.m. – Golf instruction at the putting green.

11:45 a.m. – noon – Group participation with support from Golf Pro, volunteers and program staff.

Noon – 12:30 p.m. – Check-in with participants and end program with a Weekly Scorecard asking for feedback and sharing of any special moments.

## **Outdoor golf program with on-course play**

9:30 – 10 a.m. – Group socialization, including five-to-ten-minute warm-up.

10 a.m. – noon – Tee-off for each group (approximately one and half hours on par three, nine-hole course). Provide mid-way snack and check-in during this time.

Noon – 12:30 p.m. – Check-in and group socialization.

## **Indoor golf program at golf simulator**

10:30 – 11 a.m. – Group socialization, including five-to-ten-minute warm-up.

11 a.m. – noon – Golf activity. Provide check-ins and opportunities to socialize during this time.



# **Sample program evaluations**



## Program evaluation: participants

Please rate your overall experience with this program (circle one):



Did you enjoy the instructors?

Did you enjoy the weekly schedule of the program?

What was the biggest challenge?

Is there anything you would like to share about the program?

Do you have any suggestions for future dementia-friendly programs at The City of Calgary?

**Thank you so much for participating in this program!**



# Program evaluation: care partners or support staff

## Overall experience

Please rate your overall experience with this program (circle one):



When thinking about the program overall, what worked well? (Possible examples: structure of sessions, instructor style, group pairings, etc.)

What would help this program (or other dementia-friendly programs) run more smoothly?

Please share a great moment from the program:

Please share the biggest challenge you encountered:

Would you recommend this program to others?

## **Observations**

Did you notice any changes in your participant during the weekly sessions or after participating in the program? If so, please describe what you observed.

Did you notice any impacts of the program in your participant's life from week to week?

## **Reflection and future programs**

What has the benefit been of participating in this program for you?

Do you have any suggestions for future dementia-friendly programs at The City of Calgary?

**Thank you so much for participating in this program!**