

# Designing and Implementing a Community Based Falls Prevention Program for Older Adults and Veterans

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April 2004

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## ACKNOWLEDGEMENTS

The expertise, dedication and support of the following individuals and organizations have been essential to the success of *Watch Your Step*. Heartfelt thanks for your generous contributions toward helping Vancouver seniors and veterans maintain their health and independence!

### Coordinating Committee

Bill Adamus, Royal Canadian Legion, Branch #16  
 Debbie Choy, LifeLine Systems  
 Jenny Elliott, Physiotherapist  
 Kristen Farqueharson, Caregiver Support, Vancouver/Coastal Health Authority  
 Cristina Gennari, Architectural Ergonomist  
 Kathy Hamilton, Seniors Well Aware Program  
 Joan Holland, Royal Canadian Legion, BC/Yukon Command  
 Anne Kloppenborg, City of Vancouver Social Planning  
 Bonnie Lillies, Vancouver/Coastal Health Authority  
 Guninder Mumick, Vancouver/Coastal Health Authority  
 Carol Sogawa, Vancouver Parks and Recreation  
 Geraldine Tillson, Canadian Alliance of British Pensioners  
 Joanne Walter, The Poppy Fund  
 Deirdre Webster, Vancouver/Coastal Health Authority  
 Alex Wilson, Royal Canadian Legion Branch #48

### Workshop Volunteers

Virgil Amba	Alexander Lau	Pat Smith
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Diana Epperson	Mary Mitchell	Vanessa Van de Velde
Raman Gill	Marie Monet	Mary Wilson
Deborah Hanula	Irene Ng	Hanna Wong
Hellen Jiang	Katherine Patterson	Barrie Wood
Jimmy Ko	Kathi Prochotsky	
Cosmo Kwan	Hayden Roberts	

### Contractors and Staff

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Joanne Van Snellenberg, Volunteer Recruiter and Trainer  
 Margaret Coates, Executive Director, 411 Seniors Centre

Laurel Chan, Veterans Affairs Canada  
 Lillian Baaske, Health Canada

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**Project Partners**

City of Vancouver Engineering Services  
Neighbourhood Helpers Project  
New Chelsea Housing Society  
St. Paul's Hospital Geriatric Assessment and Treatment Program  
West End Seniors Network

**Other Supporters**

Vickie Scott and Mariana Brussoni, BC Injury Prevention Unit  
Support staff at Health Canada Vancouver  
Staff at Community and Seniors' Centres, Vancouver Parks and Recreation  
Kirsten Close and the Roundhouse Community Centre  
Presenters and exhibitors at the annual Fall and Injury Prevention Fairs  
The Raging Grannies  
Participants in the Community Forums on Falls Prevention  
Focus group hosts and participants.

**THANK YOU!**

## INTRODUCTION

*Watch Your Step* was one of the pilot projects under the National Falls Prevention Initiative funded by Veterans Affairs in partnership with Health Canada. The Vancouver project is sponsored by the 411 Seniors Centre. *Watch Your Step* works with groups of seniors and veterans in the community to help them assess their personal fall risks and find ways to manage or eliminate them. The Project's volunteers facilitate workshops in English, Cantonese/Mandarin and Punjabi. To reach more isolated seniors, the Project offers workshops for senior peer counsellors, information and referral counsellors, and home care workers. The annual Fall and Injury Prevention Fair, co-sponsored by Vancouver Coastal Health Authority and the Roundhouse Community Centre, is the centrepiece of the public information campaign.

The Project began development in May of 2001. The two-year implementation phase ended in March 2004. Approximately 2000 older adults participated in community workshops. Several thousand people received information on fall risks and prevention at health and wellness events. Workshops were presented for peer counsellors and staff. Numerous conference presentations, workshops and special presentations were made to health care, housing, and other professional audiences.

This document is an outline of how *Watch Your Step* was developed and implemented. It is intended for use by organizations wishing to implement fall prevention programs in their own communities.

### **PROJECT GOAL:**

To facilitate change in attitudes about falls prevention and change in personal health practices to reduce fall risks in community-dwelling seniors and veterans.

#### **Objective 1:**

To increase the capacity of active seniors, veterans and caregivers to make informed decisions and choices in order to prevent falls.

#### **Objective 2:**

To increase the capacity of frail isolated seniors to make informed decisions and choices in order to prevent falls.

#### **Objective 3:**

To raise public awareness about the seriousness of falls, risk factors for falls, and prevention of falls in the community, in support of Objectives 1 and 2.

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## PRELIMINARY STEPS

### Community coalition development

The community coalition is a large, informal group of individuals and organizational representatives who have an interest in some aspect of the issue being addressed. In this instance, stakeholders were invited to give input at three forums in the first stages of the project. The first forum was held prior to submitting the funding proposal, the second at the beginning of the community research phase, and the third at the end of that phase, to discuss the results and possible strategies for implementation.

➤ *What needs to be in place*

- An organization to take the lead, decide who needs to be there, find contacts for stakeholders, and call everyone together
- Who should be at the table
  - Look at the obvious partners, e.g. physiotherapists, occupational therapists, seniors' outreach workers, veterans' organizations, members of the target population
  - Also look at others who might bring valuable resources, like parks and recreation departments, city street and sidewalk engineers, architects, ergonomists, other professionals or businesses, such as pharmacies or chiropractors.
- What is their view of the problem?
- What resources can they bring to help solve it? – staff time, expertise, facilities, funding sources, data, etc.

### Project structure

Build a flexible structure to accommodate different levels of participation. Depending on the work that will be done, some stakeholders may contribute only when their specific knowledge is called for, while others participate in all phases of the work throughout the life of the project.

The large coalition will be useful for feedback and connections, but may be too unwieldy as a body for project direction. A coordinating committee can be selected from the larger group. Keeping the size of the committee to between 12 and 15 people is recommended. This is a manageable size, giving enough people to provide a broad spectrum of expertise and to share the workload.

- Select committee members carefully. Be sure that they are able, as well as willing. Do have members of the target population on the committee, but don't have "token" representatives. Invite those who have other qualifications besides representing a particular demographic. You should be able to state the reasons for each person to be there, e.g. representing an essential project partner, specific expertise or connections to individuals, communities or other entities that can contribute to the success of the effort.
- Most members for the committee will probably come from the large coalition. If there are gaps in expertise or representation, other appropriate individuals or organizations

should also be invited to participate. As time goes on, additional key people may be added and some of the original members may need to cut back their involvement or resign due to external circumstances.

- Discuss the time and commitment required from each member up front. Don't underestimate. At the end of the first phase, the first year, or other suitable anniversary, formally thank the committee members for their contribution thus far and ask if they are willing to continue their involvement for another set time period.
- The first task of the committee is to develop the terms of reference that will guide its work.
- Do not get hung up in process! Work quickly to resolve issues of territoriality or differing views of the ideal structure for the group. It is helpful to remind participants of the common goal – preventing seniors' falls – and that this purpose should overcome individual concerns. If there are underlying core issues involving essential partners, it may be useful to engage a facilitator to work through them so that the group can function effectively.

### Doing the research

Project partners and committee members will probably be eager to get into "real work" very quickly, so in these first stages one of the principle tasks is to keep the focus firmly on research and planning to lay the groundwork for successful implementation later.

#### ➤ *Look at the community*

- Where is the greatest need?
- How large an area can you realistically serve?
- How many people can you realistically serve?
- What are the largest ethno-linguistic groups in the service area?

#### ➤ *Demographics*

Where do the largest numbers of seniors, particularly low income seniors, live? Statistics Canada ([www.statcan.ca](http://www.statcan.ca)) has charts of the latest census data for specific areas, including breakdowns by age, sex, income, and language.

If there are ethno-cultural groups of significant size, it follows that services provided to the English speaking population must also be provided for seniors who speak other languages. In the city of Vancouver, our service area, 17% of people over the age of 55 speak a language other than English or French. In Canada as a whole, the number is 23%. To reach these elders, preventative healthcare information must not only be presented in their own language, but in a manner that is culturally comfortable.

#### ➤ *Ask the target population*

Talk with seniors, veterans and caregivers. Ask them about their perceptions of the problem, and what they think could be done. Focus group discussions are a good way to get this kind of information.

- Ask what information or resources they know about, or have found useful in dealing with the problem.

- Ask how they prefer to receive information – from professionals or peers, choice of media.
- If there are large numbers of non-English speaking seniors in your area, have a bilingual, bi-cultural individual arrange and conduct focus groups in these communities. Use of interpreters is not recommended. Everything takes twice as long, as it has to be said in both languages, and it is impossible to hold an open group discussion through an interpreter.
- Talk to both family and professional caregivers.

➤ *Survey existing resources*

- Look at best practices from other areas. For Canadian programs, see *Promising Pathways*, available at [www.hc-sc.gc.ca/seniors-aines](http://www.hc-sc.gc.ca/seniors-aines)
- Find out what resources are currently available in your services area, how they are accessed, and whether people know about and use them.

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## DESIGNING A PROJECT

Careful, thorough planning will result in a doable, successful project. You can't predict everything that will happen, so build in a little "wiggle room" in both time and budget projections. You may have to modify the plan in response to feedback from volunteers or project participants, but a solid plan will provide a framework that can accommodate small variations without needing major re-design.

### Goals, objectives and work plan

A clear understanding of the terms will make it easier to clearly define goals and objectives.

- The goal is the overall purpose of the project. It should state clearly and concisely what you want to accomplish – not how, or when, or why – just what. It must be measurable. For example, if you state that your goal is to reduce falls among community dwelling seniors living in your entire service area, you will need to be prepared to demonstrate in concrete terms (that means numbers!) that you have made a difference.
  - Do you have data available that will give you a baseline, for example recent hospital admissions due to falls?
  - Do you have a way of tracking or measuring changes in the data?
  - Are you able to serve enough people over a long enough time frame to collect significant evidence of change? Ask your evaluator, or someone else who has a good grasp of statistics, how big a sample you need in order to establish results.
  - Due to constraints of time or funding, you may have to modify the goal. For example, the goal could be to reduce fall risks rather than falls if that would be more readily quantifiable, or you could limit the service area and therefore the number of potential participants.
- Objectives are the key strategies for reaching the goal. For example, to support the goal of reducing fall risks among community dwelling seniors, Objective 1 might be to conduct workshops with groups of seniors, Objective 2 to conduct workshops with peer counsellors and staff, Objective 3 to conduct a public information campaign to inform the broader community about the issues.
- The work plan details the tasks involved in meeting each objective, for example, hire a volunteer coordinator; recruit and train volunteers; design curriculum; schedule workshops; etc., under Objective 1.

### Detailed planning

- Who will do what, and what resources (time, money, equipment, space, administrative, clerical and technical support) will they need?
- When does each activity begin and end? How do activities need to be coordinated with each other?
- A project time-line gives a good visual reference, and can show where activities fall in relation to each other. (Microsoft Project is a good tool for this. Another is Smart Draw, cheap and very easy to use, you can try it out free before purchasing at [www.smartdraw.com](http://www.smartdraw.com))
- Set realistic goals. If the project exceeds them, everyone will be pleasantly surprised!
- Start small. It is easier to expand and build on success than it is to burn out trying to do too much and have to pare down or change direction.

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## Participatory evaluation

Build in an evaluation plan and framework from the beginning. How will you measure your progress toward the project's stated goals and objectives? If goals and objectives cannot be measured, then they may need to be modified.

There are two different approaches to evaluation - qualitative and quantitative. Evaluation does not always need to be thought of as a statistical analysis (quantitative approach). Qualitative evaluations are equally important, particularly in community based projects. Measurements rely on participants' self-reporting of the impacts of the work, rather than entirely on hard data.

### ➤ *Why evaluate?*

Evaluation lets you know how you're doing as you work toward the project's goals. The results of community development and outreach programs are notoriously difficult to quantify, particularly over the short term. In order to satisfy funders that their dollars are being put to good use, and to support requests for future funding, it is essential to translate the difference made in people's lives into statistics.

### ➤ *What is participatory evaluation?*

The evaluation must be done by someone outside the program, and preferably outside the sponsoring organization, in order to give the most objective view possible. However that is not to say that the evaluator merely sits back and observes, does interviews with participants, and then hands the project a "report card" at the end of a set term. In participatory evaluation the evaluator collaborates closely with the project from the outset in designing the evaluation plan and data-gathering instruments, and providing feedback throughout the project as well as written reports.

### ➤ *Qualifications to look for when choosing an evaluator*

- Unless your project can afford to pay someone while they learn by trial and error on the job, look for someone who is experienced.
- Look for someone who has background in statistical analysis and in evaluation of community projects.
- The program person – the one with the vision and people skills to bring ideas into reality – has quite a different outlook from the mathematical mind that loves to collect and analyze data. A project benefits greatly by having these complimentary skill sets.
- Request a proposal outlining the steps the evaluator feels are necessary to do the work.
- There are many excellent publications available on evaluation. The funder may indicate preference for a particular method.
- Efficiency: although careful planning is important, be sure that the process of designing the evaluation plan and framework does not become more important the actual work.

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### Sustainability

What will happen after the original funding runs out? Discuss this at the outset with project partners and try to plan for the longer term. There are several reasons for including sustainability in the project plan:

- A one or two year program will not reach all those needing the service, unless your area is very small.
- The greatest amount of time and money is spent up front, getting the program off the ground and running smoothly. Building on that initial effort makes economic sense. The expense of maintaining an already-established volunteer program is modest in staff time, out-of-pocket reimbursements, and materials.
- The sponsoring organization and the funder may lose credibility when programs are “here today and gone tomorrow”. Partners, volunteers and clients are more ready to commit to future efforts if the organization has a good record of establishing ongoing programs.
- It may be tempting to think that a corps of committed volunteers will carry the program on their own after the funding ends. This is highly unlikely, as volunteers need support and connection with an organization to continue. (See the section on volunteers for more information.)

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## IMPLEMENTATION

### Developing workshops

Keep it simple! The temptation is to cover everything, but this approach tends to be overwhelming for many people. Start with the basics. The *Watch Your Step* curriculum and materials can be found in the Tools section. Look at other programs as well before diving into developing something from scratch. Most programs, particularly those developed with government funds, are happy to share. Get written permission for use, particularly if you are going to adapt any part of the material.

- Minimize reliance on written material. The best book on falls prevention will be of no use to a senior who is unable to read it due to vision problems or low literacy. If some of the program participants are immigrant seniors, they may not have had the opportunity to become literate in their own language. Cover everything in group discussion, and give simple written materials to take home as a reference.
- Break the material into easily-digestible chunks. In working with older adults, particularly frail older adults, we have found that a one-hour session is as much as they want to have at a time.
- Build in time for participants to share their experiences, and their ideas about causes of falls and ways to reduce risk.
- Build in time for review of what was covered in the previous session.

### Forms and identifying information

➤ *How much data do you really need?*

It's easy to fall into the trap of creating a comprehensive form to elicit as much information as possible and expecting program participants to fill it out as the first exercise of the workshop.

There are a couple of problems with this approach. First and foremost, consider the comfort level of the participants. Anyone with vision or literacy problems, or arthritic hands, is immediately put into the embarrassing situation of having to admit their difficulty and ask for help. Those whose experience of form filling has been stressful, in classrooms or dealing with government agencies, will be uncomfortable in this situation as well. Learning is facilitated when people are at ease, so some thought should be given to how each part of the process is designed to make people feel competent and relaxed.

*Watch Your Step* is a community based project rather than a research project. The intent is to provide people with information and support them in making choices to eliminate their personal fall risks. In other words, the focus is on information sharing rather than data collection.

The need for each piece of information should be precisely defined. For example, if you are assuring participants that the information will only be used for statistical purposes, why do you need their full name, address, phone number and date of birth? Unless you are tracking each individual over a significant period of time, there is no point in taking

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on the responsibility of keeping quantities of personal information in a secure place and then disposing of it in a way that does not compromise anyone's right to privacy.

In our workshops, we do a very concise pre and post survey. The survey, like everything else in the workshop, is done orally with the group. (See forms in the Tools section) People indicate their answers by show of hands. We do ask for a couple of people from each workshop to give their names and phone numbers to the facilitators if they are willing to be called for purposes of project evaluation.

### Workshop materials

- To repeat, minimize reliance on written materials. These should be used for a take-home reference only, to reinforce points already discussed in the workshops.
- Lengthy checklists that try to cover every possible aspect of fall risk are daunting to many people. Keep it simple and brief, and emphasize that the checklist is for the participant's own use and will not need to be turned in like a homework assignment.
- Use illustrations wherever possible. Older adults prefer photos or realistic drawings rather than cartoons. See the results of discussions with seniors about preparing information resources at [www.region.halton.on.ca/health](http://www.region.halton.on.ca/health)
- All the materials developed by *Watch Your Step* are available for downloading at [www.411seniors.bc.ca](http://www.411seniors.bc.ca) They may be used free of charge, with acknowledgement, but not sold. If you wish to change or adapt these materials in any way other than substituting your logo, please request permission from the 411 Seniors Centre.

#### ➤ *Printing*

- Keep the materials inexpensive. Black and white may not look as impressive as colour, but it is much cheaper to produce and will be just as useful. Another alternative is to use black and one colour, or one colour with screens for contrast.
- If you use coloured paper, choose a lighter neutral rather than a dark or bright shade, as these make text more difficult to read for older eyes.
- Use an easy to read 14-point font, preferably sans serif. Avoid excessive use of capital letters, italics or decorative fonts.
- When testing new materials, print only enough for one or two workshops. Ask for feedback from the facilitators and participants as to readability and usefulness of the material, and be prepared to make any necessary changes.
- For example, participants in our workshops requested illustrations for the Kitchen Sink Exercises. We developed some really cute stick figures and tried them out with one of the Cantonese-speaking groups. They politely commended us our efforts. The facilitator, however, was more direct. "Chinese seniors just don't understand stick figures." The next strategy was to recruit a model to be photographed doing each exercise. The photos of a senior centre board member were well received. When we got the approval of the participants, we printed enough copies for all our workshops.

## Volunteers

### ➤ *Volunteer management*

Volunteer management calls for specialized skills. Discounting the importance of training and experience, thinking that anyone can do it because “they’re just volunteers”, demeans the importance of the work that they perform. If at all possible, hire a qualified coordinator of volunteers for your program.

### ➤ *Before beginning to sign up volunteers*

- Create a job description for each type of volunteer position. People who volunteer their time want to have meaningful work to do, and they want to know up front what you will require of them.
- Be specific about the tasks, qualifications, training requirements, and time involved.
- Decide how many volunteers you will need to start the program.
- Decide on training curriculum and date(s) training will happen, and when the actual duties will begin.
- Write a script for phone screening and position interviews.
- Know the procedure for doing criminal record checks.

### ➤ *Recruiting*

- Decide where to recruit. For example, if you are recruiting for workshop facilitators you might target retired teacher’s associations or toastmasters clubs so you will have a good chance of finding people with experience in working with a group. Most groups are happy to have you come to one of their meetings and give a short presentation about the project, why it’s important, and what it offers for volunteers.
- Advertise widely. Put up posters, use ads in local newspapers and newsletters.

### ➤ *Screening*

- Screen callers using the script. Be sure that the program is a good fit for their skills, personality, and available time.
- Set up face-to-face interviews with likely candidates.

### ➤ *Training*

In planning for volunteer training, utilize the principles of “Popular Education” as developed by Paulo Freire, or other sound adult education practices.

- Everyone has important knowledge to contribute. Individuals are the best experts on their lives, circumstances, and peer group. Professional expertise is only one of several kinds of information necessary to discover solutions to community issues.
- These principles apply to training the volunteers, and they in turn will learn to use them in the workshop sessions.
- Please see the training curriculum and materials in the Tools section

➤ *Support*

Volunteers need ongoing support. They need to feel connected to the agency and the project team. They need to have someone they can call with questions, or to debrief after a workshop. They need praise and recognition for work well done.

Provide funds to reimburse volunteers for out of pocket expenses -- mileage or bus fare, lunch if they are working at a health fair or other event for several hours. The expense is small, and it helps the volunteers to feel that their efforts are appreciated.

The volunteers will appreciate having the coordinator attend the first few series of workshop sessions to provide encouragement and feedback, and to help handle any contingencies that may arise. Later on, as the volunteers gain confidence with the material and with thinking on their feet in the face of unforeseen circumstances, they can go out in pairs.

➤ *Avoiding burnout*

Writing a job description helps to avoid volunteer burnout later on. If you are recruit workshop facilitators, be sure that is all they are asked to do. Don't ask for more time than they committed to. People don't like to say no, and as a result may agree to take on additional duties to the point that they feel overworked and ready to quit the program.

➤ *Attrition*

Expect to have some attrition. People's circumstances change, and they may leave the program for any number of reasons. Plan to conduct recruitment and training periodically to maintain enough volunteers to do the work. Existing volunteers can mentor newcomers, and excellent supportive relationships will often develop.

➤ *Recognition*

Tell your volunteers how important their work is, and how much it is appreciated by the community and the program. Plan occasional celebrations to honour their commitment. Whatever fits into the budget is fine – tea and cookies, if that's what you can afford – in this case, it really is the thought that counts.

**Scheduling workshops**

Scheduling with existing groups helps to ensure that most of the same people will come to all the sessions. Whenever possible, schedule as part of a group's regular meeting agenda. That way, participants are in a familiar location, at a time when they are used to being there, rather than having to find their way to another place and adding a special time to their calendar.

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Sessions one month apart work well, giving people time to digest the information, consider changes, and practice the exercises.

In our project calls for workshops are handled by the Volunteer Recruiter/Trainer. She discusses preferred dates and times with the caller, and then contacts volunteers to check their availability. The volunteers usually work in pairs. For larger groups (30 or more), three or even four volunteers may work together.

For small groups of five or six people, the three one-hour workshop sessions are condensed into two, as less time is required for discussion. If you are not doing a pre and post survey, that also would cut down on the time required, and two sessions would be adequate.

Be sensitive to the way things are normally done in the groups you go to. Coffee, tea, and treats are a part of many group meetings. The volunteers and project staff, if they are attending, should allow a little extra time to stay and chat after the presentation. Often people will have questions or comments that don't come out in the larger group discussion. In many cultures, it is the polite thing to accept refreshments if they are offered, so consider it your diplomatic duty to enjoy that cup of tea and slice of homemade cake.

### **Working with various ethno-linguistic groups**

A connection, or connections with community organizations are essential for arranging workshops. If bilingual, bicultural volunteers are not available to deliver workshops, it may be possible to find nursing, physiotherapy or occupational therapy students needing practicum experience.

It is not practical or comfortable to try to conduct an interactive workshop using a translator. Everything takes twice as long, as it must said in two languages. It is impossible to carry on a group discussion when some of the participants can't understand what the others are saying.

### **Workshops for staff and peer counsellors**

One strategy for getting information to more isolated seniors, those who may not participate in group activities at a senior or community centre, is to offer workshops for those who see them one-on-one. Senior peer counsellors, information and referral counsellors, veterans' services officers, outreach counsellors, adult day centre staff, etc. can add fall prevention information to their store of information for clients. To make it convenient for people to attend a workshop, try to schedule on the agenda of a regular meeting. Please see the outline for a 90-minute workshop in the Tools section. These workshops are also facilitated by two presenters, usually project staff.

### **Public information**

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A public information campaign is useful for raising awareness about falls and fall risks among the general population, which includes seniors' families and all those who will be seniors eventually.<sup>1</sup>

➤ *Communications planning*

Start off with a plan, rather than a brochure. The plan should define the following:

- Who is the target audience? Different segments of the audience may have to be considered separately.
- What do you know about the audience's hopes, fears, habits and education levels?
- What are the preferred media of the target audience?
- What are the most important points you want to make? (See the section on key messages below.)

➤ *Identity*

Creating a visible identity for the project helps to raise awareness. As your "brand" becomes recognized, it serves to remind people about fall prevention every time they see it. If you are working with a sponsoring agency, you will need to discuss their criteria and inclusion of their identity in your materials as well.

Work with a graphic artist to develop a logo for your project. Using a professional who understands design and is familiar with production technology is not expensive. On the contrary, the cost will almost certainly be far less than it would be if an inexperienced person used their time to attempt creation of a design, and the result will be much more polished. Use the logo on all materials, along with identifying and contact information.

Decide on a font and standard format to be used in all published materials and correspondence.

➤ *Key messages*

Decide on the three most important things you want people to know, for example:

1. Eliminating risk factors can help older adults maintain independence and quality of life.
2. Injuries from falls are a huge expense for the health care system.
3. Falls are preventable.

Use your key messages from various points of view in newspaper and newsletter articles, TV or radio interviews, and presentations. Quotes from or interviews with members of the target audience, backed up by information from experts, are the most effective way to get your points across.

➤ *Keep the message positive*

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<sup>1</sup> See *Targeting seniors for social marketing communications: Recommendations for falls prevention messages*, Dr. Nadine Henley & Dr. Simone Pettigrew, 2002

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Yes, a broken hip can lead to life in a nursing home. Seniors already understand and fear that scenario. Reinforcing the fear of pain and of loss of function makes fall prevention a subject to be avoided. Positive messages focus on enhanced quality of life and continuing independence, and the steps that individuals can take toward those goals.

➤ *Brochures*

Before designing a brochure on falls prevention and incurring the expense of printing large quantities, have a look at the materials available through Health Canada, Veterans Affairs and provincial health ministries. These materials are free and the information is excellent.

➤ *Special events*

A well-organized fall prevention fair can give people an opportunity to look at many different ways of eliminating risk factors. It can provide access to experts – pharmacists, nutritionists, physiotherapists, occupational therapists, foot specialists, optometrists, etc. If you are able to partner with a senior or community centre, or other facility that has enough space, you may be able to offer exhibit space at low or no cost. Most professional associations and businesses such as medical equipment or specialized footwear suppliers are happy to attend such an event.

In organizing the *Watch Your Step* events, we have tried to have exhibitors covering as many aspects of fall risk as possible. Demonstrations of various types of exercise that enhance strength and balance, short presentations by medical professionals, and a few things just for fun all add to the enjoyment. Commercial exhibitors and presenters are requested to supply information and samples, but not to do any selling at the event. As we have been able to offer exhibit space at no charge, we ask commercial exhibitors if they are willing to donate a small door prize.

Response to these events has been enthusiastic. Healthy snacks, offered free of charge, help keep visitors on site. Other projects have held fall prevention fairs in conjunction with flu clinics, which also works well. Fridge magnets with your logo and contact information are the most economical “give-away” item. Contact a local supplier of promotional items for prices.

Detailed advance planning is crucial. Please see the time line in the Tools section.

➤ *Other health and community wellness events*

Participate as exhibitors and/or presenters whenever possible at events hosted by other organizations. Workshop volunteers may be asked to staff these, as their time allows.

➤ *Conference presentations and workshops*

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Over the life of the project, we've developed a file of outlines and supporting materials for presentations ranging from 15 to 90 minutes for a wide variety of audiences. The goal is always to relate the presentation to the needs and interests of the particular group. For example, building managers of seniors' housing complexes want to know about simple, low cost ways of making their buildings safer for tenants; students in geriatric recreation programs are interested in personal fall risks for seniors, and the results of studies showing the benefits of exercise for fall prevention.

## CONCLUSION

On behalf of the *Watch Your Step* coordinating committee, workshop volunteers and project staff, we wish you every success in helping older adults in your community to eliminate their fall risks.

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## WORKSHOP MATERIALS

Please visit our website to download files for the workshop materials in English, Punjabi or Chinese. All materials may be reproduced free of charge in any format or media for appropriate not-for-profit use without requiring specific permission.

[www.411seniors.bc.ca/projects/falls](http://www.411seniors.bc.ca/projects/falls)

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**VOLUNTEER RECRUITMENT and TRAINING MATERIALS**

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## **WORKSHOP MATERIALS for STAFF and PEER COUNSELLORS**

Please visit [www.dti.gov.uk/preventinghomefalls/](http://www.dti.gov.uk/preventinghomefalls/) to download a colour copy of the handout *Avoiding slips, trips and broken hips* for friends and caregivers of older people.

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## GRAPHICS and EVENT PLANNING

Please visit our website to download graphics files for the Watch Your Step logo and poster.

[www.411seniors.bc.ca/projects/falls](http://www.411seniors.bc.ca/projects/falls)