

Program Development and Sustainability
SMALL COUNTY TRAINING WORKSHOP
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Developing, managing, and sustaining a robust wellness oriented program is a daunting task, yet it can be an essential ingredient of the recovery process. This in-person training will provide participants with tools to create inviting and meaningful programming, with often limited personnel and financial resources, particularly in small counties.

Objectives

- To highlight the importance of shared responsibility and community presence.
- To introduce the concept of “community ambassador” and practice representing the wellness agency.
- To learn strategies to maximize the environment to meet recovery/wellness goals and apply them to individual wellness centers.
- To foster wellness center stability by reviewing agency structure, roles, and expectations.
- To explore a framework for “value added” programming and practice program development strategies using this concept.
- To enhance program sustainability by increasing understanding of funding sources and developing materials for funding requests.

Outline

- Introduction (Title slide)
- Overview (1 slide)
- Responsibility and Community (7 slides + Practice session 1)
- Environment (2 slides + Practice session 2)

(Lunch provided)

- Program Structure and Content (5 slides + Practice Session 3)
- Sustainability and Growth (5 slides + Practice session 4)
- Closure (1 slide + evaluation form)

Worksheet # 1
Preparing the “One Minute Elevator Speech”

The purpose of this exercise is to prepare and practice a short speech for the purposes of community networking and representing your wellness organization.

Write a draft of a “one minute” speech (use back of page) to answer one of the following questions. (Or you may decide to use another likely question related to your center.)

Who can come to your center?

What do you do over there at that center?

How is that center paid for?

I heard you are starting a (work skills, WRAP, etc.) group. What is that about?

What to include:

- Keep your response very focused. (In other words, answer the question that was asked!)
- Always frame your response in terms of your primary mission (e.g. recovery) and highlight goals and potential outcomes.
- Don’t go off on tangents, but it is sometimes helpful to give a very concrete example (making sure to protect confidentiality).
- If appropriate to the situation, consider adding a statement of need (e.g. funds, volunteers, donations).
- If the “audience” (person) seems responsive, consider arranging for further interaction or dialogue (an invitation to the center or to go out for coffee, adding name to mailing list, etc.). Have business card ready to hand out.

After drafts are completed individually, we will break up into small groups to help refine, edit, and practice the speech.

Worksheet # 2
Exploring the Environment of a Wellness Center

The purpose of this exercise is to explore how your environment can support a path to recovery and wellness.

Picture in your mind, the wellness center that you know best (as an employee, participant, volunteer, community member, etc.). Focus on the physical environment, both inside and outside the building. This includes access, space, arrangement, supplies, decor and furniture, as well as light, heat, and sound.

Then think about the needs of the participants on their path to recovery. (Such as socialization, acceptance, activity, role development, and goal attainment)

List two physical features of this space that you think support recovery.

List two physical features of this space that you think may impede recovery.

Sharing and Discussion

Are there obstacles to improving or changing features of the environment that may be impeding recovery?

If so, what can be done about it?

Worksheet # 3
Developing a “Value Added” Group

The purpose of this exercise is to develop a “value added” group from an existing group, using the “Eight Dimensions of Wellness” (SAMHSA)

Directions:

Groups will be formed based on interest in typical group offerings at wellness centers. Choose one of these topics (program offerings), gather your work group together, and complete the worksheet on the back of this page.

- Social skills
- Work readiness
- Trauma support
- Symptom management
- Arts and crafts
- Cooking/Nutrition
- Exercise

These are three methods to “add value” or enhance an existing group offering:

1. **Single activity** (done within a single session of an existing group). This could be something very simple such as a planned conversation starter, an opening (warm up) activity, “ice breaker”, or a closure routine. It also could be something more elaborate or a step in the process, such as delegating roles and responsibilities to group members.
2. **Additional sessions** (for multi-session groups.) Most groups run a certain number of sessions per weeks X a designated number of weeks (e.g. 2X per week for 12 weeks). Consider highlighting one or more *dimension of wellness* in a planned session. (For example – addressing finances in a trauma group. Many people with a history of emotional trauma have issues with financial dependence on others).
3. **Recommendations** – Sometimes there is just too much work to do in one group, therefore another (related or themed) group may meet specific needs (See slide # 16 on theming). In some cases, this additional group will need to be developed. Other times it is more appropriate to refer people to existing groups (either internally or through another organization).

NOTE: Not every column or dimension will be addressed, but try to come up with at least 5 additions across at least two columns. The “*Eight Dimensions of Wellness*” poster is provided for those not familiar with the framework.

IMPORTANT ADVICE
Variety is the spice of life! Be creative!

Keep in mind that any group of people will have varying cognitive levels and learning styles. (Most people can only pay attention to the spoken word for about 10 minutes). Try to incorporate different types of activities to meet these needs. For example, do not limit the additions to topics of discussion. Consider adding activities that involve the other senses and have an action component. Variety also helps people stay engaged!

Worksheet # 4 Creating a Funding Template

The purpose of this exercise is to practice writing funding requests in a succinct but informative format.

The template is meant to be flexible and can be adapted for many different requests. For example, this information is most often used for procuring grants, but modified versions of funding templates can also be used for seeking non-monetary support such as in letters requesting use of another organizations facilities or donation drives for specific supplies such as crafts, clothes or food.

The template, along with information on other common elements needed for a funding proposal should be kept both electronically (for future revisions) and in a hard copy folder. Make sure to keep track and update people's credentials and roles, as well as agency information such as tax ID number. Decide a point person and/or a "grant manager".

GROUP DIRECTIONS

Form into groups of 3-5 people and decide on a proposal topic. (Facilitator can share ideas if you are "stuck" or we can "brainstorm" in the large group). If there are individuals who do not wish to create their own template or do not have access to a site, you can be "support staff" or "editors". Complete the rest of the worksheet, filling in the provided boxes.

Title - Name of project to be funded – Make it simple and "catchy" but descriptive, the reviewer should have a pretty good idea what you want to do just from the title.

Mission of agency - This is often part of the introduction to the narrative, which is not titled. Keep brief (one paragraph).

Abstract/Narrative - For the creation of this template, come up with one sentence for each of the following sub-headings. In an actual grant proposal the arrangement may be different and will usually be more developed, but this will get you started! Also in some larger grants, you may need to reference. Start keeping a file of key article and master the art of cutting and pasting on your word documents!

Purpose – What is the point? (Description). What will be the end product? (Outcomes). This should be a very objective (matter of fact) statement.

Significance of the Project (OR) Statement of Need – Usually there is one or the other sub-heading in a proposal. This is where you tell the reviewers why this project is important.

Existing Resources - Funders always want to know what you “bring to the table” and if you are really in a position to do what you say you want to do.

Procedures – This is where you break down the project into specific steps (preparation such as developing curriculum, recruiting members, offering groups, collecting data, writing reports, etc.) Some funders ask for a separate timeline but in many cases, the timeline is built into the procedures. For example, two weeks in a certain month may be allotted to recruitment. Be as specific as possible. For the purposes of this exercise, develop two procedures and allot an amount of time.

- 1.
- 2.

Objectives – These are very specific and should be measurable. List two for this exercise but in grant proposals you can usually have up to five.

- 1.
- 2.

Evaluation of Effectiveness - How will you convey what you accomplished? Be specific about instruments used and what will be measured.

Budget – This is almost always placed on a separate form as an appendix. However, the format listed on this table is fairly common. Depending on the amount of items that need funding, the process can be very complex. However, for the purposes of this exercise, only one general category is listed for requested funding (supplies).

Category of Expense	Expense (items)	Amount requested	In-kind donations	Other funding Sources		Total Budget
				Amount	Source	
<i>Supplies</i>				\$		\$

“Value Added” Group Worksheet

Dimension	Single Activities	Additional Sessions	Recommendations
Financial			
Social			
Spiritual			
Occupational			
Physical			
Intellectual			
Environmental			
Emotional			