

Following An Implementation Plan Will Assist in the Success of Future Memory Clubs

This implementation plan details the steps necessary to create future Memory Clubs. The process for implementation varies, based on the incorporation of a research study, as shown in Figure 1.

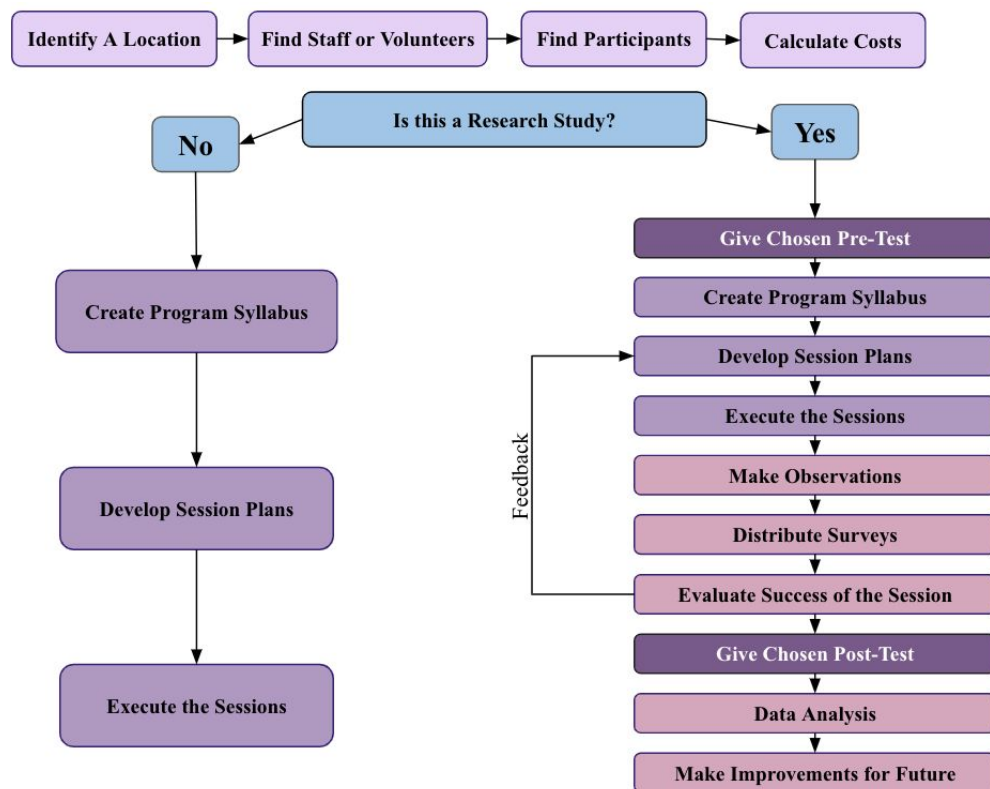


Figure 1: Implementation Plan Block Diagram

The first step in creating a new Memory Club is to determine the location of the program. Locations for consideration must have sufficient space to host the participants of the program for up to two hours. This space must also have access to chairs and tables for the participants. Memory Clubs should accommodate for a maximum of eighteen participants. Ideal locations would have the resources to provide a snack break; however, a facility should not be excluded from the program solely on this basis. Due to the above requirements, facilities such as Orran Yerevan, Orran Vanadzor, or old age homes would be the ideal locations for future Memory Clubs.

For every Memory Club session, there should be at least one facilitator per eight participants. The role of the facilitator is to help set up the game, answer any questions, play the games with participants if needed, and make sure everything is prepared for the session. This allows for a smoother program and an overall more successful experience. In order to find quality volunteers to lead the program sessions, the team found characteristics and qualities that would provide the most beneficial experience to the participants of the program.

The volunteers must speak Armenian, so there is no need for a translator when interacting with the participants. Although this may be a given, language was a huge obstacle that the team never conquered. The team had to pull aside a translator whenever the participants wanted to ask a question. The volunteers must be local to the host facility, so there is no need to arrange for outside transportation to the program. If the facilitators do not work at the location where the Memory Club is being held, then there should be at least one person that the facilitators can contact with questions about materials or program logistics. There are additional characteristics that would be useful for the volunteers to have but are not requirements for joining the program. One of these characteristics is that the volunteers be currently enrolled in a college or university program. This factor would allow the participants to interact with younger people. Volunteers that are studying psychology or social science would be prioritized, as they have more knowledge about working with the elderly. Finally, if the program receives volunteers with art experience, there would be no need to hire an outside art instructor.

Regardless of who the art instructor is, they should be ready to start the art and craft portion soon after the tea break. There were three weeks in the pilot program where the participants had to wait a while before starting the arts and crafts portion of the program. The team observed that waiting around for long periods of time causes the participants to become bored, restless, and less engaged once the activity began. Therefore, the team is recommending that the art and craft portion should begin soon after the snack break is concluded. Figure 2 shows a participant growing impatient while waiting for the arts and crafts to begin.



Figure 2: Participant Waiting for the Next Activity

Recruitment of participants for the Memory Club program was carried out by the staff at the host facility. The participants for the pilot program were found through their daily visits to the Orran Center for a hot meal as well as through online outreach. Paper handouts in the host facility and online advertisements were made on various Facebook pages to recruit participants. These techniques yielded the sixteen participants of the pilot program and should be continued. A flyer from the pilot program can be seen in Figure 3.



Figure 3: Memory Club Flyer

The final step in creating a Memory Club is to identify sources of funding and to calculate necessary costs. Disregarding fundraising and donations, funding for future Armenian Memory Clubs would most likely come from the budget of the host facility. In order to calculate costs for future clubs, the budget for the pilot program has been included in Figure 4.

#	Budget Line	Unit Qty	Unit Measure	Unit Price (AMD)	Total Price (AMD)
	Project Expenses				
	Coffee break				
1	Coffee	2	kg	3,800	7,600
2	croissant	60	pcs	150	9,000
3	cookies /gatal/	45	pcs	150	6,750
4	chocolate	15	bars	450	6,750
	Subtotal				30,100
	Expenses /Painting Class/				
1	Drawing paper A3 size	30	piece	150	4,500
2	Drawing paper A4 size	34	pcs	20	680
3	Rubber eraser	17	pcs	100	1,700
4	Black pencil	17	pcs	100	1,700
5	Gouache (Gamma, 12 colors)	17	pcs	1,500	25,500
6	Gouache brushes	17	pcs	150	2,550
7	Pony or Belt Brush / N3	8	pcs	150	1,200
8	Pony or Belt Brush N4	8	pcs	150	1,200
9	Ruler	17	pcs	130	2,210
10	Scissors	17	pcs	380	6,460
11	Glue stick	17	pcs	100	1,700
12	Colored papers	64	pcs	100	6,400
	Subtotal				49,400
	Expenses /Clay Class/				
1	Clay	10	kg	400	4,000
2	Glazes for the clay /8 colors/	1	kg	2,000	2,000
3	Cookie cutters	6	pcs	100	600
4	Large wooden rolling pin for the clay	1	pcs	450	450
5	Paring knives	17	pcs	120	2,040
7	Stamps for imprinting the clay	1	box	550	550
	Subtotal				9,640
	TOTAL				89,140

Figure 4: Pilot Program Budget

Costs including the food for the snack break, paper, clay, or paint for the art program, or the number of board games, increases proportionally with the number of participants in the program. The total cost for the pilot program was 89,140 drams for sixteen participants. Based on this budget, the cost per participant is 5,572 drams, or 13 US dollars. This allows for an estimate of total costs for future programs, which can be adjusted for group size and the activities included in the program. After sources of funding are identified, and a preliminary budget is set, the program facilitators can begin to create the structure and content of the program itself.

After completing the steps above, there are two different paths to follow. The Memory Club can be done as a research study or not. If it is not a research study, the first step is to create a program syllabus. This syllabus identifies which games and arts and crafts activities will be done each week. The team recommends that a Memory Club session is two hours and contains a discussion, a game, tea break, and art and craft activity. The first questions that should be asked

during the discussion portion are, “Why did you choose to join the Memory Club?” and “What do you hope to gain from this program?”. It is important to ask these questions early in the program so the facilitators can learn how to structure the remainder of the sessions. Further questions like “How are you doing today?” and “What has been your favorite part of the Memory Club?” can be asked in later weeks as a way for the facilitators to check in on the participants and see if they need to make any adjustments to the program. Additional questions that could be asked are: “What was your favorite game?”, “What was your favorite art project?”, “How was your week?”, and “Have you seen any improvements in your day-to-day life because of the Memory Club?”.

To see which games would be best for the program, each game should be put through the filters and scaled items criteria. This will help find which games would be most beneficial. After all the games are chosen, a session plan for each week should be created. This would include a schedule of that session, a description of how to play the game, how to do the art or craft, a materials list, an overview and goals of the session. An example of a session plan can be found in the appendix. Two days before the session, a session plan should be sent to the on-site program director. This will ensure that all parties involved are aware of the schedule, resources, and activities for the session. Once these session plans are created, they should be executed in the program. This should be done for every lesson of the Memory Club.

If the Memory Club is being organized as a research study, there are additional steps that need to be taken. Prior to the beginning of the program, the participants must be administered a pre-test. The type of test will depend on the research question that is trying to be answered. For example, if the Memory Club is only interested in looking at the changes in cognitive function, it would not make sense to administer the Geriatric Anxiety Scale 10 Item. Around the same time, a program syllabus must be created and session plans must be developed as in a non-research study Memory Club. When the session plans are executed, the research begins.

In-depth recommendations for future research studies can be found in the findings, conclusions, and recommendations section of the booklet. The team suggests that the researcher makes observations of the participants. These observations depend on the research questions that are being asked. For example, if the researcher is attempting to correlate the length of a game

with the participants' cognitive function, then it wouldn't make sense for them to observe the number of times the participants smile. Again, depending on the question, the researcher could also administer surveys at the end of the session. After each session, the researcher should evaluate the success of the session. Based on what was found, they should change or improve the following sessions.

After the program is over, the same post-test must be given. In order to ensure consistency, the same person who gave the pre-test should be giving the post-test. Once the results are given, the researcher should perform an analysis of the results to see if the research question was answered and to what degree. The type of analysis is dependent on the type of data. From the success or failures of the results, the researcher should make improvements for the future or recommendations for next steps.

Appendix

Session Plan Example: Week #3

The Memory Club

Session 3

March 27, 2019

Attendees: Sofie de Oliveira, Nicholas Roschewsk, Braden St.Jacques, Brie Fiorentino, Hasmik Jinanyan

Designated Observer: Brie Fiorentino

Overview

For the third lesson, we will once again start with an introduction and discussion portion. The Team hopes to ask the question, “What has been your most favorite thing about the memory club?” The team hopes to ask this question to grow closer with the participants, but also learn what really gets them excited about coming every Wednesday.

The team will then move to the game of the week: Dominos. Dominos will be played in groups of four, having two players on a team playing against the other two. Teammates have to work together to beat the opposing team. Each player will put a domino end to end with another domino that has the same number until there is nowhere left to go. The goal of the game is to either make sure the opponents cannot place a domino or someone on your team has gotten rid of all of their dominos.

The participants will then move to their snack and coffee break and then move to paint with HDIF. This is the third-week HDIF will be doing a painting lesson. The first four weeks of the program is painting.

Objectives

- Have the participants work on a team during the game.
- Promote a trustworthy environment with the conversation portion.
- Provide a fun and beneficial experience for the participants with dominos.
- Let the participants relax and recharge with a snack break.
- Support the Craft portion of the Program, by facilitating and helping the elderly.
- Write down key observations to assist in further development of The Memory Club.

Materials

- Dominos, at least four sets (a combination of everyone)
- Pencils/markers (for the survey by Orran)

- Printed Surveys (by Memory Team)

Timeline Estimate

11:30 - Arrive & Game setup
11:45 - Introduction & Discussion (includes game explanation)
12:00 - Game (~30 min long)
12:30 - Thank you & Enjoyment Survey
12:45 - Tea & Snack Break
13:00 - Week #3 of Painting with HDIF
14:00 - Program Ends

Script Idea

-BEFORE GAME-

“Hello and we welcome you to Week #3 of the memory club. We are excited to get to work this week! We first wanted to go around the room one by one, and ask some questions; How has your week been? How are you feeling about today? What has been your most favorite thing about the memory club?”

(The Team listens and analyze responses)

-GAME-

Today we are playing Dominos! We will separate the room up into groups of 4. The game will be played 2v2. Teammates have to work together to beat the opponent team.

1. First, break off into groups of 4 and chose a partner to be on your team
2. Obtain a domino kit for each group. To scramble the dominos, lay them all face down, so none of the numbers are showing, and shuffle. Split the dominos equally among each player, each person should have seven dominos.
3. The team with the double six domino places it on the table to start the game
4. Each player will put a domino end to end with another domino that has the same number until someone doesn't have any pieces left. If you are unable to play, you give up your turn.
5. The goal of the game is to either make sure the opponents cannot place a domino or someone on your team has gotten rid of all of their dominos.

-AFTER GAME-

We hope you all enjoyed today's game! After completing our game each week, we prepared a few statements for you to get some feedback on the games we planned. Please fill out this paper survey and let us know if you have any questions.

Thank you for your participation!

Evaluation

During the game, the team will be observing the participants and obtaining additional information from the enjoyment surveys. The data will then be uploaded to an excel sheet to organize and evaluate data.