

**A Survey of Seniors in the town of Bow Island, Alberta, Canada,  
to determine the Programming Needs for  
the Senior Citizens Center**

**by**

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requirements for the degree**

**of**

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## APPROVAL

of a professional paper submitted by

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This professional paper has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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## ACKNOWLEDGMENT

The writer wishes to express appreciation to Dr. Norman Millikin, chairperson of her committee, and Dr. Gloria Gregg, a graduate committee member. Their time, assistance, and encouragement was of great value.

This study could not have been completed without the prompt return of information and cooperation from the seniors in the town of Bow Island, Alberta, Canada. Their assistance in this project is greatly appreciated.

## ABSTRACT

The major purpose of this study was to assess the current Programming needs for the Senior Citizens Center in Bow Island, Alberta.

To collect the data for the study a questionnaire was sent to seniors selected at random from the senior citizen membership list in Bow Island. Out of 80 questionnaires sent, 60 were returned for a 75% response rate.

The findings of the study showed that the seniors of Bow Island are extremely agile and are interested in learning new skills that require above average to rigorous exercise. They are interested in participatory activities, and would like some instruction on basic activities, or someone to organize events that would involve group participation. They are willing to pay for educational programs or instruction, and would prefer discussion groups and group projects as their means of receiving this information. The majority would drive themselves to this educational activity and the minority would walk. Few seniors have special skills they would be willing to share with others.

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# Chapter I

## Introduction

Increased longevity and the enlarging aging population confronts society with many difficult problems. (Hoffman, 1979).

An important step in approaching the total problem is a comprehensive program of education for all concerned with the health and well being of our older citizens.

Professional personnel involvement and support of essential community facility sources is dependent upon interest and support from the public, community leaders, business, labor, religious groups, government, voluntary, and professional organizations. (Hoffman, 1979).

Until recently, senior centers have tended to be guided by the intuition of their leadership. Today center operations require a more reasoned approach. Planning must replace intuition as the guiding force in the development of a senior center.

The planning process , as stated by Leanse, is " an on going process involving every aspect of the senior center - programming, financing, personnel management, development- and helps to define how each aspect impinges on the other." Evaluation is an integral process. It must be designed along with operations and programs, so that usable information is fed back into the process. Evaluation can provide information about progress towards achieving a center's objectives. It can also be fed into new planning, so that past experience becomes a basis for more effective planning (Leanse, 1977). Communication is also viewed as a process in which

there are individuals with things to say, reasons and objectives for saying them and various ways of getting messages across to others. The primary function of developing and maintaining a good communications systems is a primary administrative function. Good personnel management involves organizing and planning, staffing, supervising, evaluating, and motivating.

#### Statement of the Problem

The major purpose of this study was to assess the programming needs of the seniors at the Senior Citizens Center in Bow Island, Alberta.

#### Specific Questions to be Answered

Some questions to be answered from this study were:

- (1) Do seniors feel that their basic needs are being met in regards to adequate food, clothing, and shelter?
- (2) Do seniors feel that their monthly income is adequate to sustain them in the manner in which they are accustomed?
- (3) Do seniors feel that they have an open, trusting, and productive relationship among family members?
- (4) Do seniors feel that the Senior Citizens Center provides emotional, physical, and psychological support?
- (5) Do seniors feel that they share some common fears with other people approximately their own age, for example vulnerability to theft?

- (6) Do seniors find that their health is deteriorating, physically, mentally, and emotionally?
- (7) Do seniors feel that they would use a volunteer on a regular basis to help them in household and other tasks?
- (8) Are seniors involved in an recreational activities?
- (9) Do seniors think that education is a lifelong requirement?

#### Need for the Study

The need for this study is based on the fact that with more people living to an advanced age than ever before, the number of elderly who are not able to care for themselves continues to increase. "We are well aware of the substantial past growth in the elderly population. There has been a 60 percent increase in the number aged 65 and over since 1960 and a 2 percent increase in that proportion of our population. There will be more than a doubling in the number of elderly by the year 2000 from that of 1960 and a 2 percent increase in the proportions of aged in our total population. Current projections indicate a continuing increases in the elderly to the year 2050, when a quarter of the population will be over 65 "(Committee on an aging Society, 1985). Inflation, fixed incomes, and increased longevity have caused the resources of the elderly to become even more inadequate.

What to do with the years that have been added to the human life span can partially be satisfied with education for the use of leisure time, family life, pure enrichment and professional careers.

First, it is hoped that this study will serve as a basis for community service development at the Senior Citizens Center in Bow Island. Second, it is hoped that this study will become the cornerstone for future inter-agency referral networks to form a partnership vital for the continued success of senior citizen centers throughout Alberta.

#### Limitations of the Study

The study was limited to the senior citizens, fifty-five years and older, in the town of Bow Island. ( Bow Island is a small town, located in southern Alberta, Canada.)

Definition of Terms The following terms are definitions found in the Dictionary of Education in the Renne Library at M.S.U.

Needs Assessment: (1) the identification of the discrepancy between "what is" and "what ought to be"; the first step in formulating the purpose for a new program or program activities. A needs assessment should be conducted prior to establishing program goals or objectives. (2) Loosely used to refer to any survey method that is used to ask respondents to identify their needs.

Senior Center: is a community focal point on aging, a place where older persons can meet together, receive services, and participate in activities that will enhance their dignity, support their independence and encourage their involvement in and with the community.

Community Services: services, other than public school and adult education functions, provided by a school for purposes relating to the community as a whole or some segment of the community. These include such services as community recreation programs, civic activities, public libraries, programs of custody and care of children, community welfare activities, and services from non public schools.

Continuing Education: extension of education, part-time or full-time, for young people and adults, beyond the school-leaving age concept of some form of structured educational processes throughout an individuals life. Provided in schools, college or higher education establishments.

Basic Needs: any need, physical, social, or personal which, if not fulfilled, will prevent the individual from leading a full and useful life. Generally considered to be water, food, and sex. However, love, companionship, and security may also be included. At any particular time, one or more basic needs may be predominant.

Enrichment of Experience: development of or provision for ascertaining wider and deeper meanings about a given topic or area already partly familiar.

Program: (1) major organizational endeavor, mission-oriented, that is defined in terms of the principle actions required to achieve a significant objective. A program is an organized set of activities designed to produce a particular result or set of results that will have an impact upon a program or need.

Home Management: an area of study dealing with the problems involved in making the best use of the human and material resources of the home so as to ensure the optimum development of the family, both as a group and as individuals, in their relationships with one another and with society.

Bow Island: is a small farming community located in South-Eastern Alberta, Canada. It has a population of approximately 1300 people.

#### Summary

The seniors of Bow Island are interested in the success of the Senior Citizen's Center, and support the functions that are held in the building. The center is not structured in the sense that there is a director involved with setting up programs and evaluating there success. The center is supported on a volunteer basis.

## Chapter II

### Review of Literature

#### Introduction

The purpose of this chapter is to review the literature regarding senior citizens and to identify society's perception of the aged; the seniors' perception of their role in society ; and how to merge these perceptions.

#### Societies attitudes about Aging

"There is a tendency for many professionals and lay-persons to treat the elderly as non people or, at best, to infantilize them to treat them as though they were children (note the common stereotype of the old person regressing to "second childhood"). Instead of listening to the clients and acceding to his or her wishes, decisions and services are inflicted upon the clients." (Weiner, 1987).

A comprehensive program to educate society about aging is vital. Such a program should begin with young children to develop societies awareness of aging as a natural life process.

Special efforts should be made to reach middle-aged persons and to encourage them to actively attempt to improve their parents status while simultaneously assuring a better future for themselves. Professionals and paraprofessionals currently working with the aged should serve as change agents in this learning process. The best educators would be the elderly themselves because they can help dispel some of the negative stereotypes and myths about aging by providing direct evidence of the positive attributes

of aging (Weiner, 1987).

Our society usually delineates old age as the period of life after age 65. Although chronological age is a convenient way of categorizing people, it is frequently an inaccurate indicator of an individual's physical or mental status (Hess.1977). Our population of seniors has risen dramatically in the last century, and continues to increase in proportion to the rest of the population as well as in total numbers (Committee on an Aging Society, 1985).

#### The Emerging Trend of an Aging Population

When a demographer speaks of "an aging population," he is not merely acknowledging the fact that with the passage of time any specific group of individuals grow older he is more probably referring to an increase of numbers or proportions of a given population as it passes through time (Hoffman 1979).

In view of this increasing trend of an aging population, doctors, dentists, nurses, social workers, and representatives of other health related disciplines have emphasized the fact that the problems of the elderly will be adequately met only when the health disciplines have been oriented and trained to meet these problems (Hoffman 1979).

Our cultural tendency to arbitrarily categorize the elderly runs counter to what we actually know about the aging process. This conflict between cultural attitudes and the realities of old age profoundly affects the psychosocial process of aging in America (Hess. 1977).

### The Community Aged

A successful retirement goal has to be centered around something more than a "place to live, something to do, and someone to care." It requires reasonable good health, both physical and emotional, plus a determination to remain mentally active (Arthur 1969).

A significant proportion of senior citizens remain very active, participating in senior center activities, church related programs, and strong family relationships.

The profiles of the elderly in the community are varied and their situations very individualized. A vast majority may be called the active aged, comprised of individuals who are physically healthy and fairly mobile. In contrast, the remaining portion could be termed the passive aged who are less ambulatory, perhaps in poorer health, but do not reside in an institution. The active-aged group is comprised of people between 55 and 75, who are termed young-old, and who are distinguished as a group by the common fact of having experienced retirement. This group makes up 15 percent of the United States population (Weiner, 1987). They are viewed by many social scientists as becoming ever more educated, increasingly concerned with self-development, psychologically and physically vigorous, and interested in discovering meaningful uses of their leisure time. It is expected that those who work with the community will be dealing with the needs, hopes, and aspirations of such people. The other group, which makes up the majority, the passive aged is comprised of people 75 years and over. They are termed the

old-old. They often continue to live in the community and become increasingly dependent on supportive social services. Although there are some distinctions between these two groups they still face the same physical, social, psychological, philosophical, and economics problems.

Following is an outline of these problem source areas and the stresses that they induce.

| Problems Area | Related Stress                                                                                                                                                                                                     |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical      | Adjusting to the experience of body changes, some health deterioration, decreased mobility, and decreases in sensory capacities.                                                                                   |
| Social        | Adjusting to potential loss of social status, lack of adequate replacements for social roles, and the need to evaluate leisure needs as independent of work needs.                                                 |
| Psychological | Adjusting to the realization of no longer being young and the resulting feeling about the self. New developmental tasks become important, while old issues (such as Who am I?) re-emerge and become newly central. |
| Philosophical | Coming to grips with existential and/or religious issues. The issues of Why am I? What is my life about? What is life in general about? (Weiner 1987)                                                              |
| Economic      | Adjusting to a fixed income and to a new lifestyle upon retiring.                                                                                                                                                  |

Although people of all ages must deal with these issues, they are more salient as a group of problems for the aged.

Multipurpose Senior Centers:

The multipurpose senior centers probably are the most diverse services now available to the elderly. It emphasizes the senior center as a community focal point, the key ingredient of present senior center philosophy. Senior center programs operate from a separate facility and serve as a resource for information and training to promote and develop a new approach to serving the older adults.

The center can be identified by whether it provides general services, activities, individual services and casework, or a combination of the three. The second mechanism for categorizing centers is by administration. The center's administrative core may be either centralized (everything located in several neighborhood facilities), combined (central location, with satellites), or a multiplicity of operations with some linkage. Finally, centers can be classified by the origin of their service. The services can be offered exclusively by center staff, by center staff and community services or by community agencies with the center staff providing coordination. The centers that have been developed by the community are sponsored primarily by volunteer, non-profit, or public community-based organizations and still receive a substantial percentage of funding from locally determined sources (Gelfand.1988).

Although programming is diverse, it falls under two basic types: recreation/education and service. "Recreation/education is the type of programming most commonly conceived as the central component of a senior center" (Gelfand. 1988). The development of activities and the selection are related to the target group identified by the center.

The service component of programming is the other essential ingredient for a successful senior center. This service depends on the community support available, the resources, and the facilities. These services can be provided directly by center staff, by agency staff assigned to the agency, or by the agencies themselves.

Summary:

The ability to maintain its place not only as a multi-service provider but as a provider for all diverse groups of older persons will be a future challenge for senior centers.

The planning process, programming, financing, personal management, and development, will have to be an on-going process. Evaluation is also an integral process that will provide useful information that will determine a positive direction towards meeting the Center's objectives.

## Chapter III

### Research Procedures

#### Procedures

The purpose of this study was to determine the current programming needs of the senior citizens in Bow Island, Alberta, Canada.

This chapter outlines the procedures to be followed to obtain the needed data from senior citizens in Bow Island, Alberta, Canada.

- (1). Sources of Data
- (2). Construction of Data Instrument
- (3). Administration of the Survey Instrument
- (4). Data Analysis Methods

#### Sources of Data

The data for this study were obtained by a questionnaire, see Appendix A, sent to senior citizens in the town of Bow Island, Alberta. The population for this study was approximately 250, and the sample size was 80.

The study was begun in June, 1991 by looking for related information through searches on Infotrac at the Roland R. Renne Library, Montana State University at Bozeman, Montana. During the time of the study the researcher continued to review the current structure of the survey instrument.

After a review of the literature, which identified elements to be considered important to the study, a questionnaire was constructed. The questionnaire was developed by the writer with assistance of Dr. Norman Millikin, College of Business, and Dr. Gloria Gregg, College of Education, at Montana State University.

After conferring with Judy Morrill, Director of Bozeman Senior Center, Bozeman, Montana, Mrs. Morrill completed the pilot study to determine the length of time for completing the questionnaire, appropriateness of terms, and suggestions for additions and deletions. Judy suggested that the print be enlarged and darkened to make the questionnaire easier for the seniors to read, and keep the questions short because the response rate would increase.

The questionnaire was designed as a needs assessment for Recreation/Education Program Planning at the senior center in Bow Island, Alberta, Canada. The prospective programs were divided into three categories of Fitness, Education and Recreation, with several choices provided for each category.

A draft of the questionnaire was reviewed by the Business Education Research Class during July, 1991, as well as EDLD 511 Class, Program Planning in Adult Education, at Montana State University for suggestions in wording, additions and deletions.

Final drafts of the questionnaire, cover letter and follow up letters were presented to Dr. Norman Millikin for approval. Upon approval, the instrument was mailed to 80 senior citizens, in the town of Bow Island, in which 60 responded, resulting in a 75% return rate.

### Administration of the Survey

The questionnaire was sent to senior citizens (65 years and older), in the town of Bow Island, Alberta, October 1, 1991. A cover letter was attached to each questionnaire explaining the purpose of the study. A self addressed stamped envelope was also attached to each questionnaire. A two week deadline was set for the return of the instrument. Based on the number of responses after the two week period it was determined a follow-up letter was not needed.

The 80 seniors that were chosen, were from a list of members at the senior citizen's bulletin board. The list was not in alphabetical order, so I choose the individuals that were on the board from top to bottom until 80 questionnaires were sent in the mail. If I could not find their address in the telephone book, I would delete their names and go to another name.

### Analysis Method

Data obtained from the survey were tabulated, compiled and summarized. Responses were divided based on the programming needs of the seniors.

Graphs were constructed from the compiled information to present findings in a readable and understandable form. These tables are presented in Chapter 4 along with explanation. The computer programs that were used were Wordperfect, and Lotus 123.

From the study and analysis of the findings presented in Chapter 4, conclusions were drawn about the programming needs of senior citizens in the town of Bow Island, Alberta. These conclusions are presented in Chapter 5 along with recommendations.

## Chapter IV

### Findings

The questionnaires that were sent to the seniors contained twelve questions. The first section asked about the participation in a noon day meal program; and if it were offered at the center, and how many times a week would they be willing to participate in the program.

#### Question #1

Would you participate in a noon meal program for seniors?

\_\_\_\_\_ Yes                      \_\_\_\_\_ No

If yes, how many times a week would you participate?

\_\_\_\_\_ 1

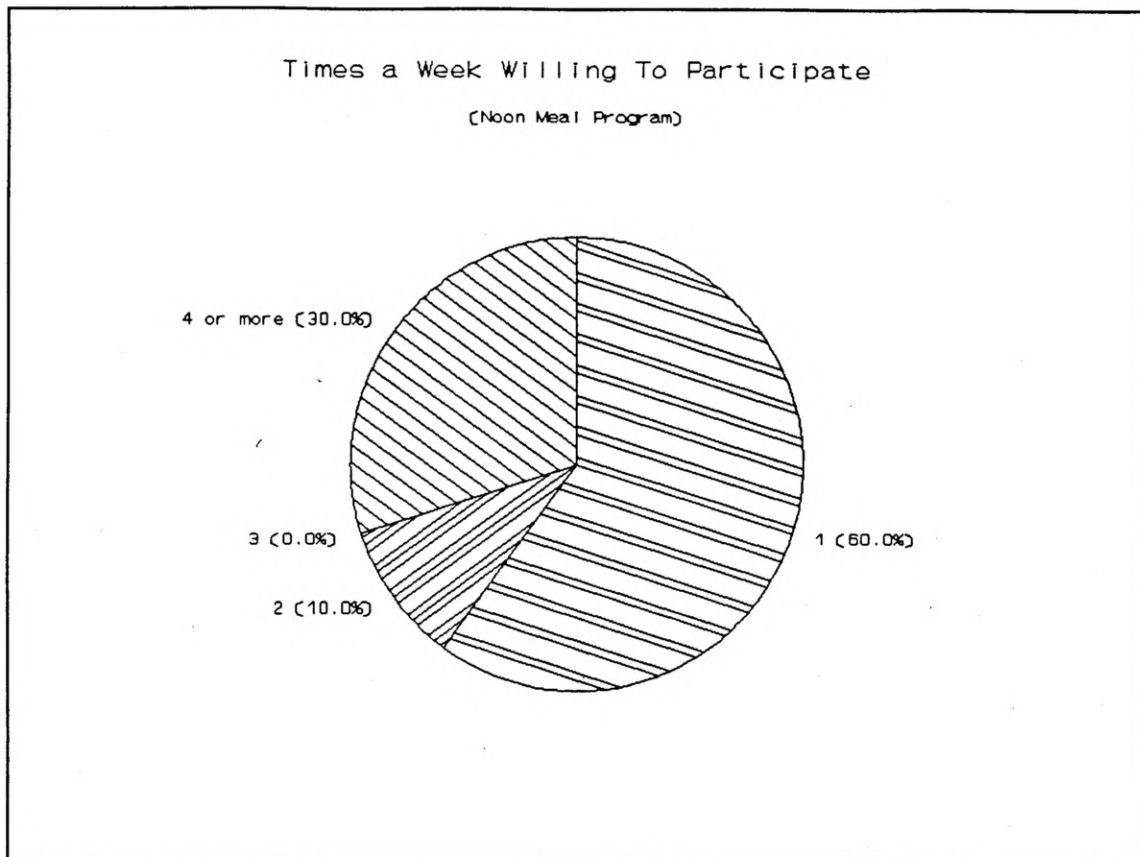
\_\_\_\_\_ 2

\_\_\_\_\_ 3

\_\_\_\_\_ 4 or more

If yes, how much would you be willing to pay for a noon meal?

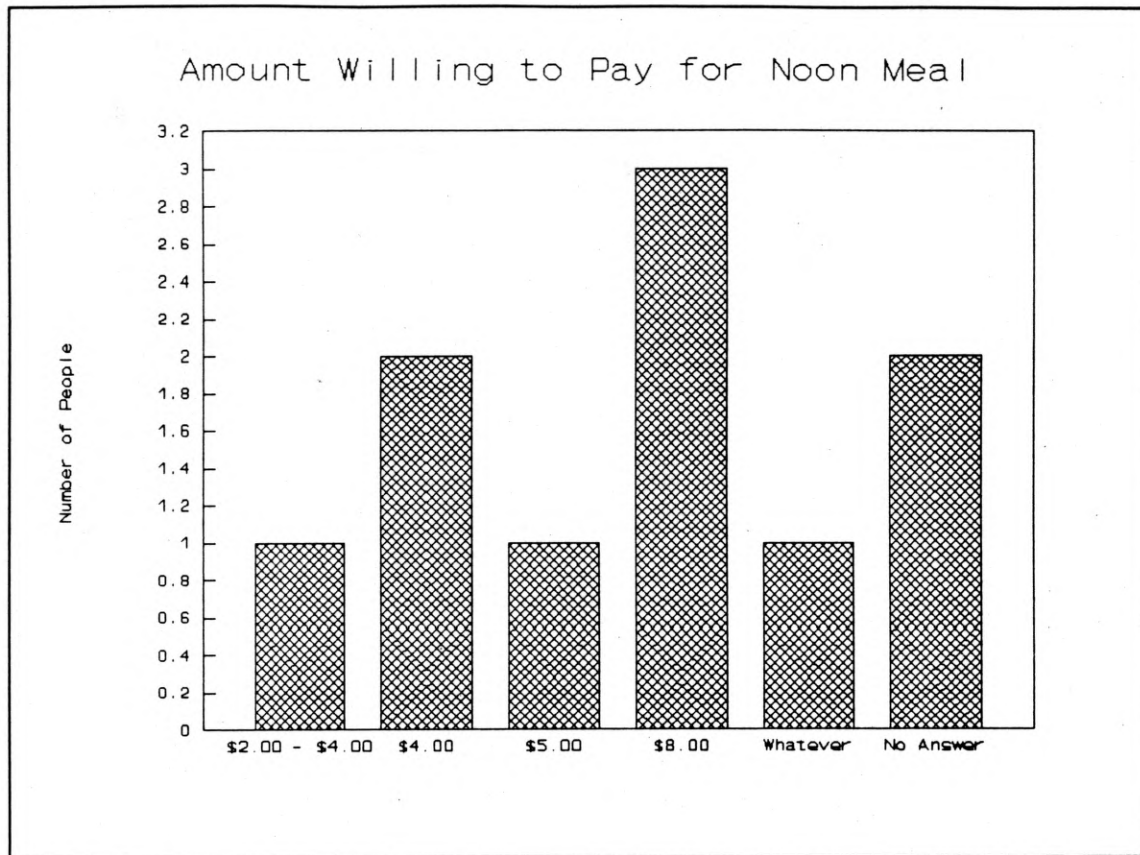
The noon day meal program was wanted one day a week as requested by 60% of the seniors surveyed. Refer to Figure # 1.



**Figure 1.**

Bow Island has a large majority of widows, therefore it appears that most still enjoy cooking, and are able to provide the basic nutritional needs that keeps them in good health. Therefore the one day noon program would provide the seniors with an outing, and provide for some shared socialization centered around the meal.

As shown in Figure # 2, the number of seniors are willing to pay up to \$8.00 for this noon day meal which indicates that their monthly income is adequate to provide them with this activity.



**Figure 2.**

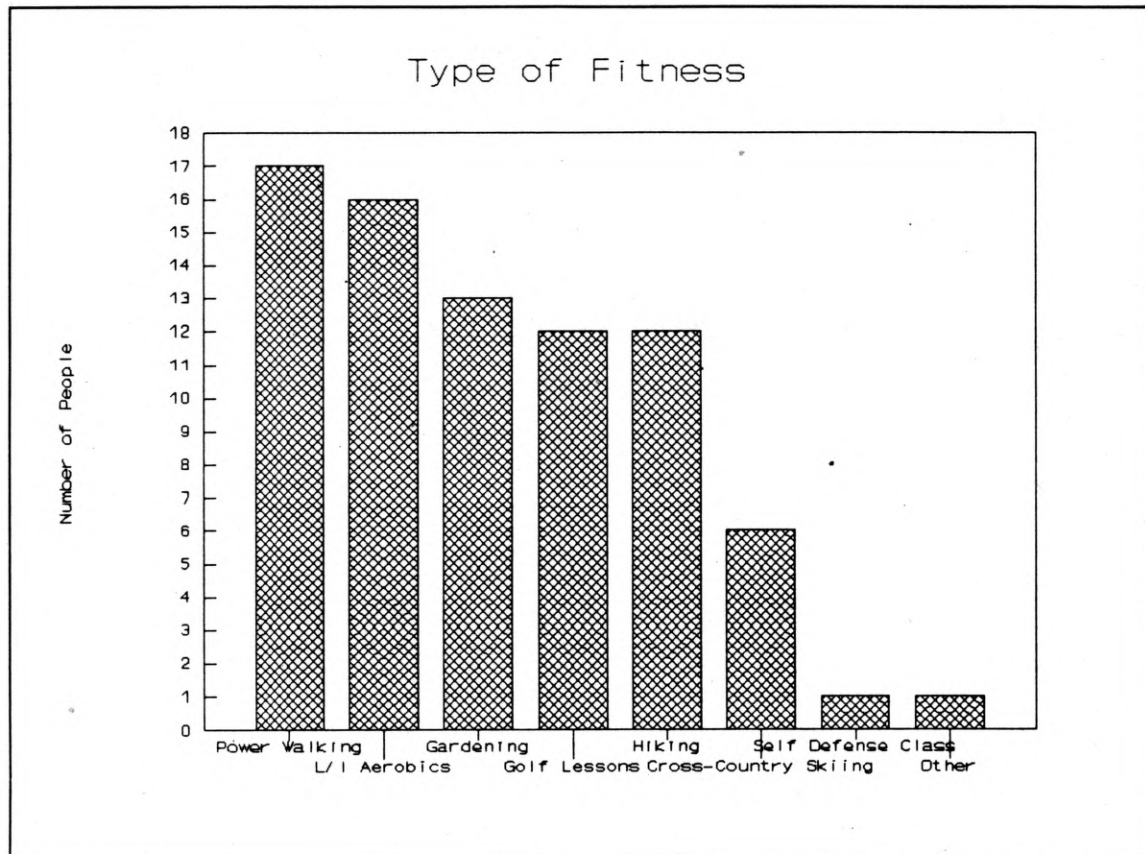
In regards to the findings of the amount seniors are willing to pay for a noon day meal, the figures seem to indicate that no more than \$5.00 should be charged.

#### Question # 2

Following is a list of possible topics for programs. Please place a check mark beside any that are of interest to you.

The type of fitness the seniors would actively participate in are ambulatory centered, suggesting that the seniors of Bow Island are healthy, and would enjoy activities with others, but yet these activities could also be performed by the individuals alone.

Figure # 3 indicates that self-defense classes are a low priority suggesting that seniors in Bow Island feel safe and do not feel the need to protect themselves in the physical sense.



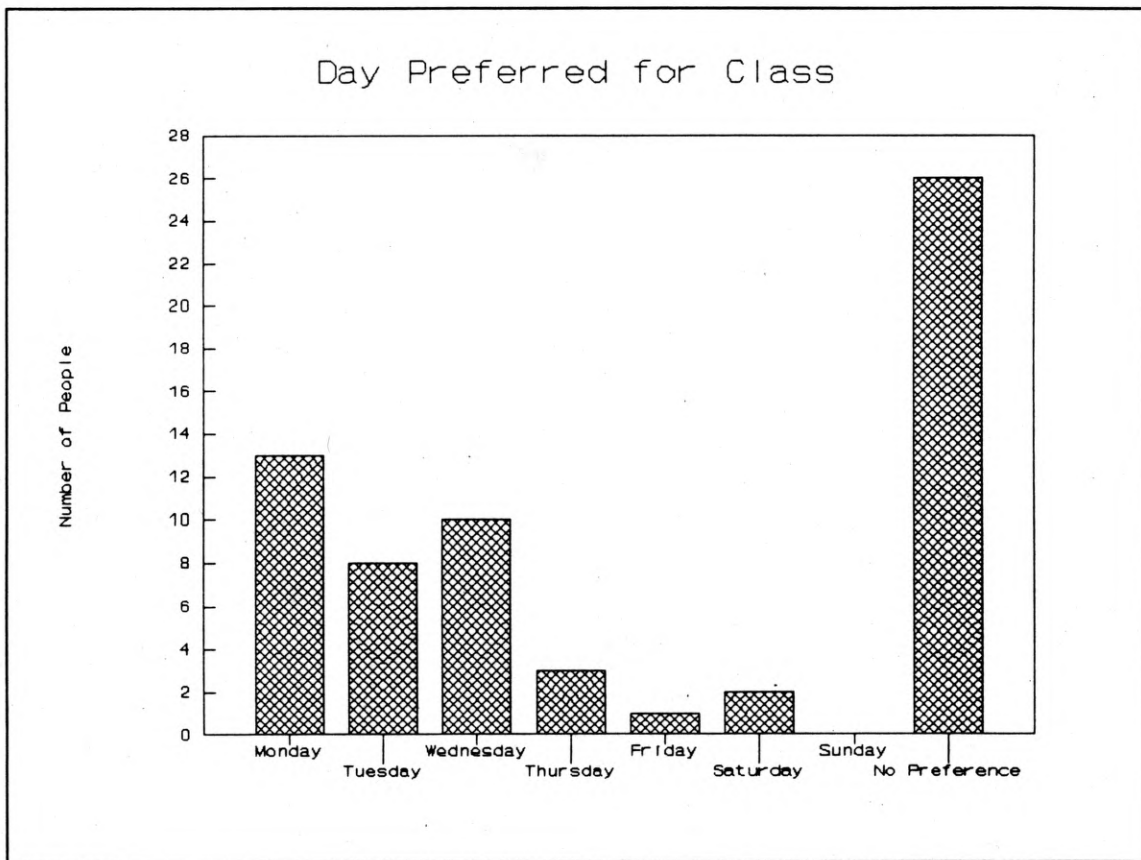
**Figure 3.**

The interest in gardening, golf lessons, and cross country skiing suggests a willingness to participate in rigorous activities, plus the interest to expand their cognitive awareness in areas where they may never had the time or confidence to participate. This aspect indicates that learning is a lifelong requirement to help feel emotionally secure. Seniors could volunteer to help other seniors learn the skills required for the above activities.

### Question #3

Which would you prefer classes or activities during the week or on weekends?

The seniors indicate that they are rather flexible in their preference of days for classes by Figure # 4, however, Monday, Wednesday, and then Tuesday, are the days most preferred.



**Figure 4.**

## Question # 4

What is the best time of day for a program to be offered?

The afternoons would be the best time, however, the seniors seem to be flexible as shown in Figure # 5.

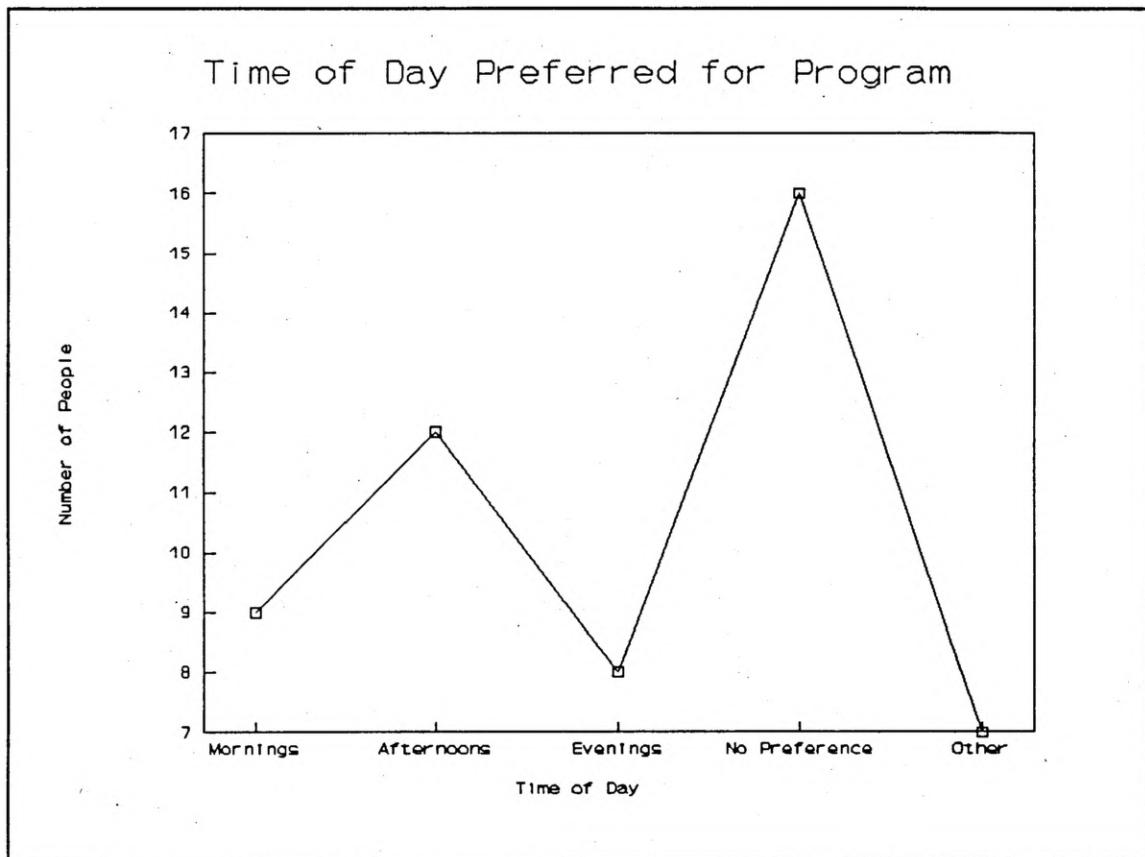


Figure 5.

## Question # 5

How long would you prefer a program to run?

The length of time for a program to run was two to four weeks with no preference really being the majority of responses. A commitment of two weeks allows for other activities or personal travel plans to be scheduled around these events.

Question # 6

How many hours should each class session last?

The length of the class should not be more than two hours as requested by the seniors.

Question # 7

How many times a week would you be willing to meet?

The number of times the seniors would be willing to meet would be once a week.

Question # 8

How much would you be willing to spend on a program that fits your needs?

The seniors would be willing to pay between \$11.00 and \$20.00 for a program which indicates that money is not a problem for instruction that would be of interest to them. However, the 22% or the second largest group, said that they would only spend up to \$10.00 and no more, as Table # 1 indicates.

| Amount willing to spend for a program | Number | Percent |
|---------------------------------------|--------|---------|
| \$ 0 - 10.00                          | 13     | 22%     |
| 11.00 - 20.00                         | 17     | 28%     |
| 21.00 - 30.00                         | 8      | 13%     |
| 31.00 - 50.00                         | 3      | 5%      |
| > 50.00                               | 0      | 1%      |

Table 1. Amount Willing to Spend on Program

The seniors are willing to spend between \$11.00 and \$20.00 for a program that they are interested in taking.

## Question # 9

What means of transportation would you use to attend a program?

| Means of transportation | Number | Percent |
|-------------------------|--------|---------|
| Walking                 | 16     | 27%     |
| Driving oneself         | 39     | 65%     |
| Minibus                 | 2      | 3%      |
| Car Pool                | 0      | 0%      |
| Volunteer Driver        | 4      | 7%      |
| Other                   | 0      | 0%      |

Table 2. Means of Transportation

The seniors are capable of driving to these classes, as indicated by 65%, or walking, as indicated by 27%, therefore, these seniors appear to be in good shape physically.

## Question # 10

Which format would you prefer used to present a program?

| Preferred program format | Number | Percent |
|--------------------------|--------|---------|
| Hands on                 | 10     | 16%     |
| Lecture                  | 9      | 15%     |
| Discussion Groups        | 17     | 28%     |
| Group Projects           | 14     | 23%     |
| Information Sharing      | 7      | 12%     |
| Video                    | 8      | 13%     |
| Individual Study         | 0      | 0%      |
| Combination              | 7      | 12%     |
| Other                    | 1      | 2%      |

Table 3. Format For Preference Of Program

The seniors were in favor of discussion groups and group projects as indicated by Table 3. Hands on was also preferred by the seniors as a program learning style.

## Question 11

Do you have any special skills or interests that you would be willing to share with the group?

| Possess Special Skills | Number | Percent |
|------------------------|--------|---------|
| Yes                    | 6      | 10%     |
| No                     | 35     | 58%     |

Table 4. Special Skills

The seniors, overall felt that they would like other people to come and give them information concerning topics that they found of interest, instead of them having the expertise in these fields.

To summarize the preceding chapter it would seem that the

seniors of Bow Island are interested in programs that would be offered to them in the above areas. They seem to be flexible in their preferences, therefore, it would be easy to please them in regards to any program that would be offered.

## Chapter V

### Summary, Conclusions, Recommendations and Implications

#### Summary

It was the researchers intention to determine the current programming needs for the senior citizens center in Bow Island. Based on the findings that the seniors in this population were "young" seniors, 50 - 75 years of age, showed that they were still interested in becoming more educated, increasing concerned with self-development, psychologically and physically vigorous, and interested in discovering meaningful uses of their leisure time.

The population of the survey were the members of the Bow Island Senior Center, with the randomly selected sample of 80 seniors. Sixty questionnaires were returned for a response rate of 75%

The reason this study was conducted was because the researcher felt there was a need and an interest for the seniors to utilize the center as much as possible, and provide an atmosphere where seniors could have fun and at the same time learn new and interesting skills.

#### Conclusions

It can be concluded that the seniors of Bow Island enjoy recreation/education programs and are willing to use any of the resources available to them to assist them in learning new skills.

The center presently has dances, and recreational games like cards and floor shuffleboard. The center has day trips and bus tours for the pleasure of the seniors on a regular basis.

### Recommendations

The data that were collected and analyzed leads to the following recommendations for the senior citizen center in Bow Island, Alberta, Canada.

#### Recommendation # 1

It is recommended that a full course meal with all of the trimmings be served once a week so that seniors would get a balanced and nutritious meal and would bring the joy of friends and neighbors together for a social event.

#### Recommendation # 2

The activities that Bow Island seniors chose were for the agile person, thus these people want activities that require instruction and demonstration. Workshops could be conducted to give the basic knowledge of the proper techniques, for example power walking, and then the seniors could meet in groups and practice together. Resource books could also be another means of acquiring the knowledge needed to perform certain activities with a maximum of benefit thus enabling members to take turns teaching each other. Tours and day trips could also provide valuable

information that could spur interest for seniors in Bow Island. The golf course could allow seniors free, or a reduced golf fee for certain times of the day thus utilizing the facility, plus provide some potential enthusiast to become a member of the golf club.

Recommendation # 3

The days preferred for classes were Monday and Wednesday, therefore, hold classes on these days. The biggest preference was for afternoon classes, therefore I would suggest having the weekly noon day meal on Wednesday afternoon with Monday afternoon activities including gardening, and low impact aerobics. I would recommend instructional classes with cognitive programs start in the mornings when attention is at its peak. These classes may be lessons in golf, cross country skiing or self defense classes. Evening classes would be ideal for practicing lessons to perfect skills, or just for participating for enjoyable activities or outings, for example, power walking, and hiking. This activity would provide socializing plus light exercise for proper body mechanics.

The Bow Island seniors would prefer two to four weeks of instructional lessons. The one week lessons could be tips on gardening, for example, building a greenhouse to grow exotic varieties of flowers. The programs that would be eleven weeks may be low impact aerobics where conditioning may be a desired result or outcome.

## **APPENDIX A**

**Cover Letters**

**&**

**Survey Instrument**

January 13, 1992

Myrna Cecchini  
Box 584  
Bow Island, AB. T0K 0G0

Dear Senior;

As partial requirement for my Master's program at Montana State University, I am conducting a research project to assess the current programming needs for seniors in the town of Bow Island, Alberta.

Your input, as a senior in our town, is valued and I hope you share my enthusiasm in developing possible future programs for current and upcoming seniors. I would appreciate it if you would take a few minutes to complete the enclosed survey and return it in the envelope provided before January 24, 1992.

The results of this survey may be used to determine future program offerings to seniors in our town and surrounding area.

Thank you very much for your time.

Sincerely,

Myrna Cecchini

## QUESTIONNAIRE

If you could spend a few minutes filling out the following questionnaire, it would help us to plan programs that will be of interest to you as a senior citizen of Bow Island.

(Please answer yes or no to the following questions.)

1. Would you participate in a noon meal program for seniors?

\_\_\_\_\_ Yes                  \_\_\_\_\_ No

If yes, how many times a week would you participate?

\_\_\_\_\_ 1  
\_\_\_\_\_ 2  
\_\_\_\_\_ 3  
\_\_\_\_\_ 4 or more

If yes, how much would you be willing to pay for a noon meal?

\_\_\_\_\_

2. Following is a list of possible topics for programs. Please place a check mark beside any that are of interest to you.

### **FITNESS**

|                            |                            |
|----------------------------|----------------------------|
| _____ power walking        | _____ low-impact aerobics  |
| _____ hiking               | _____ gardening            |
| _____ cross-country skiing | _____ golf lessons         |
| _____ self defense class   | _____ other (specify_____) |

### **EDUCATION**

|                             |                               |
|-----------------------------|-------------------------------|
| _____ computers             | _____ volunteerism            |
| _____ second language       | _____ current issues          |
| _____ courses               | _____ discussion groups       |
| _____ Elderhostel           | _____ make-up application     |
| _____ knowledge about aging | _____ information on personal |
| _____ small engine          | _____ hygiene                 |
| _____ management            | _____ travel information      |
| _____ defensive driving     | _____ companion services      |
| _____ Adopt-a-Grandparent   | _____ other (specify_____)    |
| _____ managing stress       |                               |

## RECREATIONAL

- |                                            |                                                |
|--------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> card playing      | <input type="checkbox"/> flea markets          |
| <input type="checkbox"/> bingo             | <input type="checkbox"/> reading               |
| <input type="checkbox"/> basket making     | <input type="checkbox"/> wood working          |
| <input type="checkbox"/> tole painting     | <input type="checkbox"/> quilting              |
| <input type="checkbox"/> sweatshirt design | <input type="checkbox"/> pottery               |
| <input type="checkbox"/> social dancing    | <input type="checkbox"/> jewelry making        |
| <input type="checkbox"/> flower arranging  | <input type="checkbox"/> photography           |
| <input type="checkbox"/> painting          | <input type="checkbox"/> other (specify _____) |

3. Which would you prefer classes or activities during the week or on weekends?

(Please check the preferred day listed below.)

- ☐ Monday    ☐ Tuesday    ☐ Wednesday    ☐ Thursday  
☐ Friday    ☐ Saturday    ☐ Sunday  
☐ no preference

4. What is the best time of day for a program to be offered?

- ☐ mornings    (9 a.m. -- noon)  
☐ afternoons    (1 p.m. -- 4 p.m.)  
☐ evenings    (7 p.m. -- 10 p.m.)  
☐ no preference  
☐ other \_\_\_\_\_

5. How long would you prefer a program to run?

- ☐ one-time meeting  
☐ 2 -- 4 weeks  
☐ 6 -- 10 weeks  
☐ 11 weeks or more  
☐ no preference

6. How many hours should each class session last?

- ☐ less than one hour  
☐ 1 -- 2 hours  
☐ 3 -- 4 hours  
☐ more than 4 hours  
☐ no preference

7. How many times a week would you be willing to meet?

- ☐ 1
- ☐ 2
- ☐ 3 or more
- ☐ no preference

8. How much would you be willing to spend on a program that fits your needs? Please check one.

- ☐ 0 -- \$10.00
- ☐ \$11.00 -- \$20.00
- ☐ \$21.00 -- \$30.00
- ☐ \$31.00 -- \$50.00
- ☐ over \$50.00

9. What means of transportation would you use to attend a program?

- ☐ walking
- ☐ driving yourself
- ☐ mini-bus
- ☐ arrange a car pool yourself
- ☐ use a volunteer driver if available
- ☐ Other (please specify) \_\_\_\_\_

10. Which format would you prefer used to present a program?

(Check one or more of the following)

- ☐ Hands-on
- ☐ Lecture
- ☐ Discussion Groups
- ☐ Group Projects
- ☐ Participant Information Sharing
- ☐ Video
- ☐ Individual Study
- ☐ Combination -- Please Specify \_\_\_\_\_
- ☐ Other -- Please specify \_\_\_\_\_

11. Do you have any special skills or interests that you would be willing to share with a group?

☐ Yes

☐ No

If yes, please fill in the following information.

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone Number \_\_\_\_\_

Skill \_\_\_\_\_

12. Do you know of any senior who might be willing to share their skills or talents with a group? Please check one.

\_\_\_\_\_ Yes

\_\_\_\_\_ No

If yes, please fill in the following information.

Their Name \_\_\_\_\_

Their Address \_\_\_\_\_

Their Phone Number \_\_\_\_\_

Their Skill \_\_\_\_\_

If you have comments that you would like to add, please do so on the following spaces. \_\_\_\_\_

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Thank you for completing the study.

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