

Promotion of Goodwill to Counter Intolerance Between Residents in Private Seniors' Residences.

Development and Piloting of the Program GIFT in Residence.

RESEARCH SYNTHESIS REPORT



Development of the Program GIFT in Residence (Goodwill against Intolerance For Togetherness)

Research and Funding Partner Organizations

This participatory research project is conjointly led by the Research Chair on Mistreatment of Older Adults at the Université de Sherbrooke (affiliated with the Research Center on Aging at the Integrated University Health and Social Services Centre of the Estrie Region (CIUSSS de l'Estrie – CHUS) and funded by the Seniors' Secretariat of the Québec Ministry of Health and Social Services), Chartwell Retirement Residences, and the Université du Québec à Trois-Rivières.

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1. Introduction

This participatory research project entitled ‘Program to Promote Goodwill and Counter Intoleranceⁱ Between Residents: Improving Congregate Living in Private Seniors’ Residences (PSRs)’ has been conducted over three years (2019-2022). As its name indicates, it seeks to develop a program that promotes goodwill among residents and counters intolerance in PSRs, thus improving congregate living.

It is built on the experience of stakeholders in the project’s partner PSRs (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and the state of knowledge in matters concerning the promotion of goodwill and the countering of intolerance between residents (Beaulieu & al., 2021) to develop a program that responds to identified needs. This three-year research project pursues three specific objectives:

Objective 1. Conduct a needs study to develop a program promoting goodwill and countering intolerance between residents in PSR;

Objective 2. Develop a program that promotes goodwill and counters intolerance between residents and test it in partner PSRs;

Objective 3. Complete the evaluation of the test phase of the program to promote goodwill and counter intolerance between residents in PSRs.

This research synthesis report focuses on the program’s development and the test phase conducted in the partner PSRsⁱⁱ (Objective 2). First, the program’s developmental steps are summarized. Then, the steps are described, and they include: a reminder of the needs identified from the needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and the state of knowledge (Beaulieu & al., 2021), the chosen approach, the co-creation of the program in partnership and the program contents. The test phase of the program in partner PSRs is then explained. The research synthesis report concludes with a presentation of further steps to round off the test phase of the program (Objective 3).

ⁱ As a reminder, **intolerance** and **goodwill** are the terms used in this project since they reached consensus among various stakeholders in partner PSRs during an initial research (Beaulieu and Leboeuf, 2019). They respectively best represent negative and positive interactions between residents.

ⁱⁱPartner Chartwell Residences in the development of this program are: Le Saint-Gabriel (Longueuil), Seigneuries du Carrefour (Sherbrooke) and Villa de l’Estrie (Sherbrooke). La Villa Rive-Sud (Longueuil) participated in testing a few of the program modules in spring 2022.

2. Steps in Program Development

2.1 Goal

The goal of the **Program GIFT in residence** (Goodwill and against Intolerance For Togetherness) is to improve congregate living in these settings. Two specific objectives were established:

- Develop the program in partnership with stakeholders of the partner PSRs and base it on the findings of needs studies and the state of knowledge;
- Test the program in the partner PSRs.

The program is built on the findings of two initial needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and a review of the scientific and grey literature. Remember that the first needs study was carried out between 2018-2019 (Beaulieu & Leboeuf, 2019). Its goal was to explore goodwill and intolerance between residents from the points of view of witnesses to such situations (managers, staff members, residents) and examine the related needs.

The second needs study, conducted between 2020-2021 (Beaulieu & al., 2021), sought to deepen the results of its predecessor by focusing on those older adults who had personally experienced intolerance, as well as staff members and external intervenors who had intervened in this type of situation. This second needs study also sought to determine needs that would contribute to developing a program to promote goodwill and counter intolerance between residents in PSR.

Examining the state of knowledge helped document actual practices in congregate residential facilities for older adults (long-term care facilities and private seniors' residences) to counter mistreatmentⁱⁱⁱ between residents and promote wellness care.

2.2 Developing the program in the context of a pandemic

The development of the program and its pilot testing in PSRs were carried out from December 2020 to May 2022 by the COVID-19 pandemic. Due to the sanitary measures introduced by the Québec government to limit viral infection, the research team and its partners had to revisit the means to carry out the project. Lacking permission to meet in person, the program was developed remotely using, among other means, video conferencing with the Working Committee. Also, the testing in each residence were affected by other measures, notably the cancellation or postponement of several activities and the number of sanitary restraints placed on participants in these activities.

ⁱⁱⁱ In scientific and gray literature, **mistreatment** and **wellness care** are the terms used to address negative and positive interactions between residents. This is why they are used when discussing the state of knowledge in this summary report.

Overview of steps carried out

- ❖ Development of program content in partnership with the Working Committee: objectives, tools, activities, modules, etc.;
- ❖ Program testing in partner residences (October 2021 to May 2022);
- ❖ Meetings with various committees (Steering, Advisory, Working);
- ❖ Renewal of the Université de Sherbrooke Ethics Committee's Ethical Research Certificate;
- ❖ Writing scientific articles, a research synthesis report, short articles for residence newsletters, and scientific presentations;
- ❖ Preparation of program evaluation and elements of sustainability.

2.3 Steps carried out

Several steps were simultaneously carried out to realize the development of the program promoting goodwill and countering intolerance between residents in PSR and its subsequent testing.

First, the program's development was conducted from December 2020 to September 2021 in partnership with the Working Committee of residents living in partner PSRs and residences' staff members. As a result of their meetings, conducted over eight weeks, the Working Committee and the research team co-created the program's contents.

Simultaneously, the state of knowledge concerning the countering of mistreatment between residents and the promotion of wellness care, identified in the needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019), was updated. In addition, oral and written dissemination of the project's results were done: three scientific articles (Falardeau & al., 2021; Falardeau & al., 2022; Leboeuf, Falardeau & Beaulieu, accepted) and the Research Synthesis Report of the needs study (Beaulieu & al., 2021), short publications in three residence newsletters, and presentations of six scientific communications in regional, national and international conferences. Meetings were also held with members of the Advisory Committee to share the project's progress and gather their feedback and recommendations.

Program testing was held from October 2021 through May 2022. Throughout the program testing, the residences' stakeholders were accompanied by the research team.

Simultaneously, the preparation of the evaluation of the program testing was done by the research team, and the Université de Sherbrooke's research ethics certificate was renewed.

3. Program Development

3.1 Approach used in program development

Intervention Mapping (Bartholomew Eldredge & al., 2016) is the approach retained to develop the program. It is a planning approach developed in the 1990s using theory and evidence-based knowledge as foundations to develop intervention programs.

The six steps of the iterative path in *Intervention Mapping* to develop a program are:

Step 1. Develop a model of the problem based on an assessment of the needs;

Step 2. Formulate the objectives and goals of the program;

Step 3. Develop the program plan, its scope, its sequence, its practical applications, etc.;

Step 4. Produce program components, including communication material and messages and program testing materials;

Step 5. Plan the program's implementation, adoption, execution and sustainability;

Step 6. Evaluate the program's implementation

The program's development and testing referred to in this report fall under Steps 2 to 4 of *Intervention Mapping*.

Step 2 requires determining the program's objectives and aims in partnership with a committee composed of stakeholders from the field. The wished-for changes sought by the program's target clientele, in terms of knowledge and competencies, are also formulated.

In Step 3, the program format is defined (sequence, components, scope) and existing theories pertinent to the program's content development are mobilized, all to attain the program's pre-defined objectives.

Step 4 connects the program's tools and activities constructed according to the predetermined objectives and the selected fundamental theories. Materials and messages are designed, and a budget estimate is prepared. Also, a testing of the program is conducted to verify if its reception and deployment are adequate.

It is important to remember that these steps are taken iteratively. In this sense, certain elements (e.g. the sequence or the components) were revisited and adjusted as the development and content of the program evolved.

3.2 Contributions from initial needs studies and scientific review of the literature used in program development

The needs study conducted in 2018-2019 (Beaulieu & Leboeuf, 2019) was exploratory and sought to delineate, in general, manifestations of intolerance between residents, as witnessed by others. This study helped to establish the pertinence of a second study as it also explored possible solutions. Lastly, it was from this first research that a common language was determined, and the terms ‘intolerance’ and ‘goodwill’ were proposed as best representing negative and positive situations occurring in PSRs.

The second needs study (Beaulieu & al., 2021) sought to deepen the first needs study results by interviewing residents who had experienced intolerance between residents and staff members and external intervenors who had directly tried to intervene in these situations. The study allowed for an update of new manifestations of intolerance between residents (situations, types, settings, etc.) and to better understand the implicit and explicit needs of those living and working in the partner PSRs. Also, the participants proposed recommendations of practices to advocate and those to avoid in reaching out to residence stakeholders.

The results obtained from both needs studies were combined with the scientific and grey literature on mistreatment and wellness care between residents and led to the delineation of these phenomena in their entirety. As concluded by Beaulieu & al. (2021), it is essential that the program consolidates the tools and activities intended to counter intolerance and promote goodwill between residents, that it serves all types of residence stakeholders, that it pays attention to prevention, awareness-raising, identification, and recommended interventions in situations of intolerance.

3.3 Co-creation of the program

The research team developed the program in partnership with partner PSRs stakeholders and together constituted the Working Committee. This committee includes three older adults, each living in one of the partner PSRs, three staff members working in these residences and three members of the research team (lead researcher, Université du Québec à Trois-Rivières co-researcher and project coordinator), and a master's student.

The Working Committee members met remotely via video conferencing five times, each meeting lasting approximately two hours. Table 1 presents the dates and objectives of each meeting.

Table 1 – Summary of meetings with the Working Committee to develop the Program GIFT in residence: dates and objectives

Meetings	Dates	Objectives
1	December 2020	<ul style="list-style-type: none"> • Presentation of needs as per the needs studies and the state of knowledge • Presentation of the <i>Intervention Mapping</i> approach • Discussion concerning the target clientele and the program modules in general • Reflections on potential tools and activities
2	February 2021	<ul style="list-style-type: none"> • Selection of target clientele and program modules • Reflections and development of potential tools and activities
3	April 2021	<ul style="list-style-type: none"> • Trial-run of an activity to determine its pertinence in the program
4	June 2021	<ul style="list-style-type: none"> • Development of tools and activities • Modification of contents
5	September 2021	<ul style="list-style-type: none"> • Verification and finalization of program contents before testing in partner PSRs

Throughout the program’s development process, the stakeholders in partner PSRs were guided to express their proposals and suggestions for all program dimensions. Between meetings, the research team continued to develop tools and activities according to the recommendations of the residents and residence staff members. The program content was then presented to the Working Committee members to ensure that the revised tools and activities corresponded to the vision expressed by the stakeholders in PSRs.

In June 2021, the research team, having worked in collaboration with other committees attached to the project, sought the expertise of the Advisory Committee (a group of experts in practices, and other older adults and staff members living or working in partner PSRs). At this meeting, the envisioned program and a selection of tools were presented to the committee members for comments and suggestions.

Throughout this process, program development was validated with the Steering Committee (the research team, Chartwell Retirement Residence administrators and the president of the Jasmin Roy Sophie Desmarais Foundation) to ensure cohesion and suitability in the target settings.

3.4 General theoretical foundations

The underlying theoretical foundations used in program development and contents fall within individual behavioural change and organizational change development theories. (Bartholomew Eldredge & al., 2016).

3.4.1 Changing individual behaviour

Several theories and models can predict or explain a change in individual behaviour. Within the **Program GIFT in residence**, three dimensions intrinsically linked to changing individual behaviour were retained: 1) the awareness of behaviours to change, 2) self-efficacy, and 3) the expectations of actions to take. Together, understanding these dimensions can optimize the emergence of desired behaviour.

Dimension 1: Awareness

One dimension serving as a basis of the program is the notion of the individual's awareness of behavioural change to undertake. According to the Transtheoretical Model (Prochaska & al., 2015), the individual must be aware of the existence of behaviour that should be changed, its causes and consequences. Therefore, information on the targeted behaviour must be supplied so that the client becomes conscious of the problem.

Within the framework of this project, it is essential to keep in mind that the information concerning the target objectives, i.e., promoting goodwill and countering intolerance between residents, must be clearly presented to the residence stakeholders. In part, to make them aware of these concepts and what constitutes goodwill and intolerance between residents, and also understand that a change in their behaviour is worthwhile.

Dimension 2: Feelings of self-efficacy

An essential dimension in the Social Learning Theory (Bandura, 1997), is the feeling of self-efficacy, which refers to an individual's perception of their ability to succeed when faced with a required change in behaviour. This innate notion of possessing the capacity to effect change is the basis of motivation and maintaining the changed behaviour (Godin & al, 2015). For example, when someone have a high level of self-efficacy faces a behaviour, they feel capable of effecting the change and will therefore be more motivated to integrate, adopt and maintain it than an individual with a low level of self-efficacy.

Therefore, the program's development was conceived in consideration of this dimension and ensured that the target clientele could adopt the changes in light of their competencies and levels of self-efficacy.

Dimension 3: Outcome expectations

Another dimension in social learning theory (Bandura, 1997) refers to outcome expectations, i.e., the value accorded to the change in relation to expected results. A change's positive and negative effects can influence its adoption or rejection. The perceived positive effects act as change facilitators, while negative effects act as obstacles

(Godin & al., 2015). According to this theory, the individual evaluates physical repercussions and social reactions before undertaking a change.

For this program, it is essential to prioritize the positive effects for the target clientele, so they will be incentivized to adopt the desired change.

3.4.2 Organizational change

The **Program GIFT in residence** was developed considering that a change in PSRs organization's culture should be a priority (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019). Theories of organizational change can bring improvement and reinforcement of organizational structures and processes (Cummings & Worley, 2014). According to Butterfoss & al. (2008), seven steps enable organizational change:

1. Awareness of a problem and intent to fix it;
2. Search for problem solutions;
3. Evaluation of the alternatives;
4. Decision to take action to resolve the problem;
5. Commence changes (e.g., consider necessary resources);
6. Implement the change in practices and culture;
7. Institutionalize the change by including it in strategic planning, budgets and operations.

Note that the partner PSRs completed Steps 1 to 5 between 2018 and 2021 by, amongst other things, initiating the partnership, actively participating in the needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019), and choosing the solutions. Step 6 consists of testing the program in their settings; Step 7 consists of maintaining the change after the program testing. Within the program development and testing, a part of the organizational culture must change, and emphasis must be placed on its benefits. The manager must integrate the desired changes, encourage their staff members to prioritize them, include staff members in the change process, and be open to the fact that certain work methods be reviewed.

4. Program Contents

The **Program GIFT in residence** has two general objectives – to counter intolerance and promote goodwill among residents living in PSR. It was developed in partnership with stakeholders in three PSRs as well as partners in the field. It targets three clientele:

- The residents;
- The staff members;
- The residence management.

Three modules are directed toward the four needs raised through the needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and the state of knowledge (Beaulieu & al., 2021):

1. Facilitate the adaptation and integration of new residents (Module 1);
2. Clarify the management and follow-up process of situations of intolerance between residents (Module 2);
3. Propose intervention tools to counter intolerance between residents (Modules 2 and 3);
4. Promote goodwill among residents and more broadly in the residence (Module 3).

In the following pages, each module is presented in table form to account for: identified needs, general objectives, specific objectives, target clientele and means developed (tools and activities). Each selected or developed tool designed for this program is described in the following section (Section 4.5).

One of the program's particularities is that the partner PSRs are situated in two Québec Administrative Regions - Estrie and Montérégie. Consequently, the tools and activities were adapted when necessary to ensure coherence with the PSR's location. Also, activities and tools were created and modified throughout the program testing following the research team's observations and the reactions of residence stakeholders. Each module's content is presented in consideration of this aspect.

4.1 Facilitating the adaptation and integration of new residents (Module 1)

Module 1 addresses the needs (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) associated with the adaptation and integration of new residents. Note that partner PSRs have standard welcoming procedures for new arrivals. The staff members of each residence's departments (recreations, food services, healthcare, etc.) meet with new arrivals to understand their needs. Nevertheless, a need concerning adaptation in the new setting is apparent (e.g., where are the recycling bins, where do the elevators go, or where is the nearest grocery store). As new arrivals may be the target of intolerance, this module aims to limit intolerance between residents by fostering the creation of links between them. (see Table 2).

Table 2 - Description of the needs, objectives and means to 'Facilitate the adaptation and integration of new residents'

Identified needs	General Objectives	Specific Objectives	Target clientele	Means (tools/activities)
<i>The welcome process for new residents could be improved for an optimal integration</i>	Facilitate the integration and adaptation of new residents	<i>Knowledge</i> Awareness of available resources to facilitate adaptation and integration	Residents	Pairing a new resident with a welcoming resident Welcoming activities
		Learn how to become acquainted with other residents		
		<i>Competence</i> Develop a positive attitude to adapting to a new setting		
		Develop means to facilitate new residents' adaptation and integration		
		Create positive relationship links with others already living in residence		

4.2 Clarifying the management and follow-up process of situations of intolerance between residents (Module 2)

Module 2 responds to the need of clarifying the management and follow-up process of situations of intolerance between residents (Table 3). Residence stakeholders indicated the need to improve the follow-up of actions taken to resolve a situation and better understand their role in countering intolerance between residents.

Table 3 - Description of the needs, objectives and means to ‘Clarify the management and follow-up process of situations of intolerance between residents’

Identified needs	General Objectives	Specific objectives	Target clientele	Means (tools/activities)	
<i>There is no defined management process in situations of intolerance between residents</i>		<i>Knowledge</i> Clarify the role of stakeholders in the management and follow-up of intolerance between residents	Staff	Process of management and follow-up of situations of intolerance between residents	
		<i>Competence</i> Acquisition of a clear vision of management and follow-up of intolerance between residents	Managers		
	Define a clear management process, including follow-up, in identified situations of intolerance between residents	<i>Knowledge</i> Understand the importance of management and follow-up of situations of intolerance between residents	Managers		Decisional diagram for the management and follow-up of situations of intolerance between residents
		<i>Competence</i> Develop attitudes that encourage follow-up with involved parties			
		<i>Knowledge</i> Understand the benefits of documenting situations of intolerance between residents	Staff	Documentation form of situations of intolerance between residents	
		<i>Competence</i> Develop attitudes that favour documentation of intolerance between residents	Managers		
			<i>Knowledge</i> Better understand available regional and provincial support resources	Staff	List of available resources and services
			<i>Competence</i> Develop attitudes favouring the search for appropriate support services	Managers	

4.3 Proposing intervention tools to counter intolerance between residents (Modules 2 and 3)

Modules 2 and 3 address stakeholders' lack of knowledge concerning actions to take or prioritize in a situation of intolerance between residents and how to resolve such a situation (See Table 4). The program proposes tools and activities that respond to this need among residents, staff members and management

Table 4 - Description of the needs, objectives and means to 'Propose intervention tools to counter intolerance between residents'

Identified needs	General Objectives	Specific objectives	Target clientele	Means (tools/activities)
<i>Residents who experience or witness situations of intolerance between residents are unwilling or do not know how to intervene</i>	Boost residents' feelings of effectiveness when faced with situations of intolerance, either experienced or witnessed	<i>Knowledge</i> Understand the benefits of reporting an experienced or witnessed situation	Residents	List of available conferences
		Better understand the support services available for reporting an experienced or witnessed situation		Programming of awareness-raising activities concerning goodwill and intolerance
		Understand what actions to take when one is the target or a witness of intolerance between residents		Awareness-raising poster campaign
		<i>Competence</i> Develop the reaction to report an experienced or witnessed situation		
		Acquire the competencies to intervene in situations of intolerance between residents effectively		
<i>The staff members do not feel equipped to effectively intervene during or after a situation of intolerance between residents</i>	Enable the staff members to intervene during or after a situation of intolerance between residents	<i>Knowledge</i> Learn how to intervene in situations of intolerance between residents	Staff	List of available training sessions
		<i>Competence</i> Acquire competency to intervene in situations of intolerance between residents	Management	Memory Aid on actions to take

4.4 Promoting goodwill among residents and more broadly in the residence (Module 3)

Program Module 3 groups the elements linked to the enhancement of goodwill. In response to the needs identified in the needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and the state of knowledge (Beaulieu & al., 2021), the Working Committee wished to have activities to promote goodwill among residents and in the residence overall, as the promotion of goodwill would benefit the countering of intolerance. (See Table 5).

Table 5 – Description of the needs, objectives and means to ‘Enhance goodwill among residents and in the residence overall’

Identified needs	General Objectives	Specific objectives	Target clientele	Means (tools/activities)
<i>Countering intolerance between residents must include the enhancement of goodwill</i>	Promotion of a culture of goodwill	<i>Knowledge</i> Understand the significance of goodwill	Residents	Programming of awareness-raising activities concerning goodwill and intolerance
		<i>Competence</i> Integrate and promote a vision of goodwill toward others		Co-creation of a Goodwill Charter
<i>Establish a residents’ committee promoting goodwill in the setting</i>	Ensure the creation of a committee or committees that represent residents and promote of goodwill	<i>Knowledge</i> Understand the benefits of the representation of residents	Managers and all other responsible persons, in collaboration with the residents	Residents Committee
		Understand that residents are empowered to improve their congregate setting		Goodwill Committee
		<i>Competence</i> Develop representative bodies for residents		
<i>A better understanding of diverse issues related to intolerance between residents may help foster goodwill among them</i>	Expand the knowledge of diverse issues related to intolerance between residents	<i>Knowledge</i> Understand what constitutes intolerance between residents	All (residents, staff, managers)	Awareness-raising poster campaign
		<i>Competence</i> Acquire knowledge of the diverse issues related to intolerance between residents (e.g., the aging brain, goodwill communication, inclusion, bereavement, congregate living)		List of available conferences or training sessions on diverse issues related to intolerance between residents

4.5 Theoretical foundations of proposed activities and tools and descriptions of their development

The **Program GIFT in residence** was developed with tools and activities scientifically proven to be effective. The research team created some of these activities and tools; some were inspired by and adapted from existing practices. Other available activities and tools that responded to one or another program objective were included as designed, with permission from the original intervenors and organizations.

This section presents the theoretical foundations that support the development of program tools and activities.

4.5.1 Awareness-raising poster campaign

As part of the program, an awareness-raising poster campaign was prioritized as it is an effective means of communication with the older adults living in partner residences. An effective poster campaign is directed to a predetermined audience and has high visibility (Dagenais, 2015; Taylor & al., 2006). Moreover, the fact that a poster is static allows its target audience to assimilate its message at their own pace (Taylor & al., 2006). The poster should also be concise, containing few words, a single message and present a visual that aligns with the desired message (Dagenais, 2015; Taylor & al., 2006). One particularity of poster campaigns directed toward older adults is that this audience is more receptive to positive messages (Lacoste-Badie & al., 2013; Safraou-Ouadrani, 2012). For better assimilation of a message directed toward older adults, the poster should have a large typeface, short phrases, plain language and a dynamic design (Public Health Agency of Canada, 2010).

The awareness-raising poster campaign in the **Program GIFT in residence** has three general objectives: 1) promote goodwill among residents; 2) raise awareness of intolerance, and 3) propose ways to intervene in situations of intolerance. These objectives are intended for older adults living in our partner PSRs, and primarily for residents who have been the targets of intolerance from other residents, residents who instigated the intolerance and those who have witnessed it. However, these objectives can benefit all older adults living in these PSRs or other congregate living settings. In total, 14 posters were produced (six for Objective 1, six for Objective 2 and two for Objective 3). They offer realistic visuals that employ photos of older adults, which the Working Committee believes reaches their audience more effectively (as opposed to illustrations). The photos evoke a gentle ambiance, and the messages are positive. Several subjects linked to the general objectives are part of the campaign:

- Promoting the pleasure of sharing activities with others;
- Promoting the inclusion of every resident in the setting;
- Promoting tolerance and respect for all;
- Promoting the adaptation and integration of new residents;
- Understanding that there are challenges in congregate living;

- Encouraging those who are targets and those who are witnesses to report a situation experienced or observed;
- Presenting the extent of intolerance between residents;
- Presenting manifestations of intolerance between residents;
- Encouraging older adults to support each other;
- Proposing ways to intervene in experienced or observed situations of intolerance between residents;
- Understanding how to proceed when an older adult share confidences.

On the awareness-raising posters, we added the program logo and contact information concerning an existing support service: the Elder Mistreatment Helpline (Ligne Aide Abus Aînés - LAAA). This provincial and bilingual helpline offers a specialized and confidential service for all older adults experiencing or witnessing mistreatment. The LAAA intervenors can also advise individuals who know of an older adult experiencing mistreatment or any individual who works with older adults who may be at risk of mistreatment. This resource was chosen as it is a measure decreed in three Government Action Plans to counter the mistreatment of older adults. (Government of Québec, 2010; Government of Québec, 2017; Government of Québec, 2022).

4.5.2 Resident Committees and Goodwill Committees

The needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) revealed the importance of PSRs having one or several entities for and by residents. This is why the **Program GIFT in residence** proposes two options that may be simultaneously created and supported: a residents' committee (RC) and a goodwill committee. As it is strongly recommended that each PSR has an RC^{iv} to represent the residents in each establishment, a goodwill committee is proposed as a possible alternative, as it would focus more on the program's specifics.

The two committees have different but complementary roles and objectives. Among other things, an RC has a more formal vocation; a goodwill committee is not subject to significant rules and regulations.

Consequently, a guide was developed to provide the best framework for creating an RC. From the perspective of the program's general objectives, three sections are included in this guide. The first section assembles all information necessary for the creation of an RC. The second section proposes measures necessary to sustain the RC, among other things, the general functioning of an RC, the roles of each member, and the means of financing according to the scientific and grey literature (Bédard, 2018; Guyère, 2003; Lépine & Gagnon, 2019; Ministère de la santé et des services sociaux, 2018). Additionally, a template inspired by existing documents of general rules and RC functions in partner PSRs is put forward. Together, these two sections support the creation and sustainability of an RC.

^{iv} At the time of the development of the resident committee document, one partner PSR did not have a resident committee and a second was waiting to hold an election (delay caused by the pandemic).

The third section examines an RC's role in promoting goodwill and countering intolerance between residents. For example, the RC may take action in countering intolerance between residents by receiving testimony concerning situations of intolerance experienced or witnessed by residents and can support these residents according to their needs. Also, RC members can use the tools developed for the program, such as the Documentation form of a situations of intolerance between residents and the List of available resources and services. The RC may also contribute to fostering goodwill among residents by participating in the pairing of new residents, participating in the organization of goodwill activities and encouraging all residents to adhere to the co-created Goodwill Charter.

4.5.3 Conferences for residents and training videos for staff members

Conferences for residents and training of staff members were prioritized in the **Program GIFT in residence**. In fact, conferences directed to older adults living in PSR have several benefits, such as developing knowledge of many related subjects, supporting the enhancement of residents' quality of life, enabling a better understanding of their needs and reinforcing their capacity for self-determination (e.g., by favouring the recognition and management of problematic situations) (Hernandez-Tejada & al., 2021).

Among other things, training enables staff members to better understand the older adult's experience of living in residences (Bédard, 2011; Holman & al., 2020; Laditka & al., 2003), helps them ensure the quality of services (Groupe de travail sur la formation des préposés de résidence pour personnes âgées & Ministère de la Santé et des Services sociaux, 2012), increases their knowledge of a variety of subject matter such as mistreatment (McDonald & al. 2015) and encourages reflection on their own practices (Richardson & al., 2004).

The conferences for older adults and the training for staff members proposed in the program all seek to augment knowledge and competencies concerning several direct and underlying subjects regarding goodwill and the countering of intolerance between residents in PSRs. The suggested conferences and training respond to the diverse knowledge and intervention needs raised within the needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and the literature review. They are grouped by themes: valorization of goodwill, knowledge and intervention in the context of intolerance (bullying or mistreatment) towards or between older adults, creation of an inclusive setting, bereavement management, brain aging and cognitive loss, and conflict management.

Several steps led to the creation of guides proposing conferences and training in the Estrie and Montérégie regions. The first entailed contacting organizations and intervenors within the research team's existing network and constituting its Advisory Committee. Simultaneously, a review of existing programs and tools seeking to promote goodwill and counter intolerance between residents was conducted. This allowed the research team to identify organizations or presenters offering pertinent activities. Also, keyword research was done using the Google search engine to find other potential conferences and training sessions. The selection of available conferences and training for the program was validated by the project's partner committees.

Factsheets were created for each conference and training session in this program. Each fact sheet includes the following:

- Name, subject matter, objective and description of the selected activity;
- Name of the organization or intervenor to contact;
- Duration and presentation format of the activity;
- Cost and ideal audience size;
- Material to provide the residence;
- All other pertinent information.

The contents of each factsheet were approved and validated by the intervenor offering the conference or training.

Added to these offers of conferences or training were videos created for staff members. These short videos, five in total and each lasting less than eight minutes, have a specific objective. They present:

- 1) The **Program GIFT in residence**;
- 2) What constitutes ‘goodwill’ and ‘intolerance between residents’;
- 3) How to intervene in the presence of intolerance between residents;
- 4) What are mistreatment and bullying, and how to differentiate them;
- 5) Ways to act towards residents with early cognitive loss.

The subjects of these videos were selected in collaboration with the Steering Committee. They were developed in February 2022 in response to observations raised during the program trials in partner PSRs. Mentioned was the difficulty of offering staff members training sessions that lasted an hour or more in the context of the pandemic and the lack of human resources. Each videos rests on scientific data and is conceived to enrich staff members’ knowledge and competencies.

4.5.4 Management and follow-up of situations of intolerance between residents

Management and follow-up process in situations of intolerance between residents were designed for managers and other staff members to clarify the actions needed following the observation or reporting by others of a situation of this type. It also aims to structure the process of managing and following up on situations of intolerance between residents. Three steps make up this process, inspired by Madsen & al. (2020):

- 1) Receive a witness report;
- 2) Manage a situation;
- 3) Complete a follow-up of the situation of intolerance between residents.

The following tools were created to enhance the management and follow-up of these situations:

- Documentation form of situations of intolerance between residents;
- Decisional diagram for the management and follow-up of situations of intolerance between residents;
- Memory aid on actions to take when a situation of intolerance between residents is observed or a resident reports.

The purpose of the Documentation form in these situations is to assemble, in a systematic manner, all pertinent information in one place, facilitating follow-up. It was inspired by the three tools already available to counter intolerance between older adults (Bonifas, 2016; Madsen & al., 2020; Réseau FADOQ – Région des Laurentides, 2017), the recommendations arising from the needs studies (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and the committees involved with this project. After an analysis of existing forms and discussions with the various committees, the pertinent information included in the Documentation form includes:

- Information concerning the experienced or observed situation and those implicated: date, location, time of day, a summary of events, the intolerant behaviour, names and coordinates of others involved and desire for anonymity (if that is the case);
- Information concerning the person who is reporting the situation (if that is the case): name, coordinates and desire for anonymity (if that is the case), needs of the person reporting the situation;
- Information concerning the person who receives the report: name and date;
- Information concerning the management steps and follow-up, i.e., actions taken by those persons responsible for ensuring the management and follow-up of the situation and the relevant dates.

A Decisional diagram was also created to improve decision-making before a situation of intolerance is tackled. Moreover, the tool ensures a follow-up with those concerned, informing these parties of the interventions taken to resolve the situation. The document was inspired by existing decision charts (DIAPASON, s.d.; Réseau FADOQ – Région des Laurentides, 2017) and was adapted to the context of PSRs and intolerance between residents.

Finally, a Memory Aid on actions to take and directed to staff members and managers was created. This Memory aid gathers information on what is intolerance between residents in order to recognize it (Beaulieu & al., 2021; Beaulieu & Leboeuf, 2019) and information on the follow-ups to undertake following the observation of such a situation or when an older adult confides in a staff member (Réseau FADOQ – Région des Laurentides, 2018).

4.5.5 List of resources and services

The List of resources and services is designed to assemble, in one place, all available support resources and services concerning the mistreatment of all older adults. It was developed for the managers of the partner PSRs. They can then make it available to anyone who wishes to consult it. Given that the partner residences are located in two different

administrative regions - Estrie and Montérégie, two similar versions were created. Based on a presentation by types of resources (West Island Community Resource Center, s.d.; Government of Québec, 2018), each list regroups regional, provincial and federal resources. These resources are assembled into five sections:

- 1) Resources and services in situations of mistreatment, bullying or ageism;
- 2) Resources and services available at all times;
- 3) Other resources and services;
- 4) Regional organizations involved with awareness-raising of mistreatment or bullying in residences for older adults;
- 5) Regional organizations of citizen mediation.

The resources and services included in Sections 1 to 3 are inspired and adapted from the list of resources included in the *DAMIA Practice Guide* (Beaulieu & al., 2018) and the *List of Provincial Resources* created by the Research Chair on Mistreatment of Older Adults^v. To be fully aware of organizations specializing in the countering of mistreatment, updates and additions to these lists were made after discussions with an intervenor with the Elder Mistreatment Helpline (Ligne Aide Abus Aînés). Regional coordinator specializing in countering mistreatment of older adults in the Estrie and Montérégie regions were also consulted to obtain their references.

The organizations mentioned by the Regional coordinators (Estrie and Montérégie regions) and citizen mediation organizations (Sections 4 and 5) were contacted to confirm that their missions corresponded to the list's objectives. It was confirmed that they were ready and able to visit the PSRs to offer their services and activities and give the residents and staff members more information about their missions.

For each available resource or service in the guides, the following information is included: the organization's name, a brief description of its mission, its telephone number, and a link to its website. For those organizations working to raise awareness of mistreatment and citizen mitigation organizations, the services corresponding to the guide's objective and any cost for such activities or services are also included. The selection of information to include in the guide is based on an analysis of other resource guides (West Island Community Resource Center, s.d.; Concert'action Lachine, 2022; Government of Québec, 2018).

4.5.6 List (pamphlet) of resources for residents

A pamphlet format was proposed for the list of available resources for residents and was inspired by the List of resources and services for managers mentioned above. The latter is directed to PSR managers and other staff members. The list in pamphlet form is intended to inform the older adults of the resources offered within the residence and the regional and provincial resources available to them when they experience or observe intolerance between residents. The pamphlet was designed in consideration of a frequently mentioned

^v Located at: <https://maltraitancedesaines.com/wp-content/uploads/2023/03/Liste-de-ressources-2023-mars-ANG13.pdf>

need involving the lack of knowledge of available resources and services designed to help or support older adults wishing to undertake proper steps to deal with situations of intolerance.

Together with the Working Committee and following the guidelines for optimal communication with older adults (Public Health Agency of Canada, 2010; Dagenais, 2015; Taylor & al., 2006), it was determined that the list would be designed in pamphlet form for the testing in residence. Two versions were created, one for the Estrie region and another for the Montérégie region. The resources publicized in the pamphlet were validated by the Steering Committee.

During the program testing, three resources within each residence were selected in collaboration with the Working Committee and the Steering Committee. These resources included general managers, healthcare managers and residence committee members. These persons were chosen because they know the residents very well, and the residents have confidence in them. This allows the residents to speak openly about the challenges and problems they encounter regarding intolerance. These persons can hear the residents' personal stories concerning intolerance between residents and direct them to the appropriate intervenor as needed.

Regional resources were chosen according to the partner residence's location, more precisely, the city of Sherbrooke in the Estrie region and Longueuil (the borough of St-Hubert) in the Montérégie region. In Estrie, they are: 1) DIRA-Estrie, whose mission is, among other things, to support older adults in their steps to counter mistreatment; 2) Équijustice Estrie, which offers services that promote conflict management based on communication and dialogue; and 3) local community healthcare clinics (CLSC), that offer free, frontline health and social services intended to improve the public's quality of health and well-being.

In the Montérégie region, selected resources are 1) Équijustice Rive-Sud, which offers services that promote conflict management through communication and dialogue; 2) local community healthcare clinics (CLSC), that, as in the Estrie region, offer free, frontline health and social services to improve the health and well-being of the public. No organization with the specific mission of preventing or countering intolerance or the mistreatment of older adults was identified in the Montérégie region.

Four province-wide resources were included based on the information gathered for the List of resources and services for managers and staff members. These services offer a range of options for older adults based on the situation of intolerance they experience. It consists of four telephone helplines allowing older adults to express themselves indirectly and in a confidential manner. The first is the Elder Mistreatment Helpline (Ligne Aide Abus Aînés - LAAA), a provincial toll-free, specialized service dedicated to helping older adults in situations of mistreatment. By calling this number, older adults are counselled by professionals according to their needs and situations. The second is Info-Social, a free intervention service by phone that offers quick access to a psychosocial intervenor based in the caller's region. The third provincial service is Tel-Aînés, a telephone service

designed to help older adults break away from their isolation and express their feelings throughout each step of aging. The fourth and final provincial service listed is Info-Aidant serving the informal caregivers of older adults. It is a professionally staffed, free and confidential helpline for informal caregivers. It is dedicated to improving their quality of life and easing their daily burdens, for example, by proposing available resources to lessen their role.

Diverse uses of the list were included in the program:

1. Include the list in the welcome kit for new arrivals;
2. Distribute the list to each residence apartment;
3. Make the list available during conferences or activities promoting goodwill and countering intolerance between residents.

4.5.7 Pairing of a new resident with a welcoming resident

Pairing a new resident with a welcoming resident^{vi} already living in residence helps build the new arrival's self-confidence and sense of personal control and autonomy (Réseau FADOQ – Région Lanaudière, 2011). It also seeks to break a new resident's feelings of isolation, promote mutual aid between residents, and develop interpersonal and social skills (Bédard & al., 2021; Geffen & al., 2019).

Developed in collaboration with the Working Committee and based on the reviewed scientific and grey literature, the process of pairing was designed to be effective and sustainable. For this, it proposes, among other things, collaboration and communication between various PSR stakeholders (e.g., Residents Committee members, sales managers, lifestyle and program managers, and general managers) (Berman & Kasper, 2008; Lantagne Lopez & al., 2015) and pairing a new resident with a welcoming resident according to their mutual interests and availability. Also, all roles should be well-defined (Raymond & al., 2018; Réseau FADOQ – Région Lanaudière, 2011; Schwei & al., 2020), and the process should proceed through four steps:

- 1) Create a sustainable pairing process (by designating a person in charge, recruiting welcoming residents and building a databank of volunteer welcoming residents);
- 2) Prepare the pairing (by meeting with new residents to ascertain their interest in pairing);
- 3) Arrange the pairing;
- 4) Follow-up on the pairing.

Tools were created to support this process, such as forms to document the interests and availability of new residents and welcoming residents. These forms were designed in collaboration with the Working Committee and utilized information drawn from existing examples (Bédard & al., 2021; Berman & Kasper, 2008; Lantagne Lopez & al., 2015; Réseau FADOQ – Région Lanaudière, 2011; SAGE, 2009). After an analysis of existing

^{vi} The term 'welcoming resident' is taken from the Health Standards Organization: <https://healthstandards.org/leading-practice/welcoming-resident/>

forms and discussions with the Working Committee, it was agreed to include the following information in the document to record the interests and availability of new residents and welcoming residents : information about new residents and welcoming residents (name and coordinates), preferences of each about the resident with whom to be paired with (e.g., gender, individuals versus couples), their availability, welcoming residents' competencies, personal interests, the needs of the new resident and any other pertinent information.

4.5.8 Programming of awareness-raising activities on goodwill and intolerance: a Goodwill Charter and an activities guide that includes an annual calendar

The programming of awareness-raising activities concerning goodwill and intolerance was developed for the residents. It is divided into two parts: the co-creation of a Goodwill Charter and the implementation of a permanent program of activities that support the Charter and its objectives. These social activities foster interactions with others and feelings of belonging and support (Clark & al., 2015). These types of activities reinforce physical, emotional and mental well-being.

Creating a Goodwill Charter is an activity done in partnership with residents so that it has significance for them. The process of co-creating is vital as it is a means for groups of persons to produce a service or project that benefits them all (Kaminskiené & al., 2020). The process is collaborative and reciprocal, and all participants have the opportunity to contribute, in an equal manner, to a joint project. Co-creation facilitates respect for the desired values presented in the Charter (Scouts Guide of France, 2020).

A charter is an internal document presenting the principles an organization wishes to embrace to guide the notion of 'living well together' and is based on four elements: the mission, vision, values and action principles (Michaud, 2018). It is a document wherein values are shared by various residence stakeholders. A charter is an informal document; therefore, it has no legal weight. In the **Program GIFT in residence**, the Charter is addressed to older adults living in a congregate setting. Using an accessible vocabulary (Michaud, 2018), it is composed of statements promoting goodwill among all. Each charter is unique to its setting. The activity of co-creating the Charter is one of three led by the residence lifestyle and program manager. It encourages the participants to discuss the concept of goodwill, compose statements and choose a visual aspect. The ceremonial activity of signing the finished document establishes it in the setting and helps secure the residents' support.

Looking long-term and in support of the values in the Goodwill Charter, the annual planning of activities with the themes of goodwill and intolerance is desired. Such planning anchors the desired themes in a structural manner that is still adaptable to the residents and their settings (Hummel, 1996).

Consequently, the activities created or included in the **Program GIFT in residence** adhere to the integrative model of Godin and Vézina (2012), which enables an understanding of what leads to the adoption of given behaviours. In this case, these are behaviours of goodwill and actions taken to counter intolerance. The proposed activities include group

activities to facilitate the adaptation and integration of new residents, group activities that focus on goodwill among residents and group and individual activities that raise awareness of intolerance and, at the same time, promote goodwill. Personal reflection is at the heart of these proposed activities.

Program activities were inspired by activities previously tested by a co-researcher in the project (HC) (Collective Mandala, Collective Work of Poetry, ‘I Brighten the Lives of Others’, Positive Thoughts, Viewing and Conversation) or activities inspired by and adapted from existing activities (Special Goodwill Bingo, ‘Acts of Goodwill’ Day^{vii}, the ‘Tell Us About You’ game^{viii}, Myth or Reality About Goodwill and Intolerance^{ix}, the ‘Highs and Lows of Goodwill and Intolerance’ game^x, the ‘Two Minutes Together!’ game, Goodwill Hidden Messages and Goodwill Crossword Puzzles). One activity that perfectly fits the program’s objectives is the game ‘*La P’tite vie en résidence*’ (The Life in a Residence – free translation). It is a serious game directed at bullying between residents in PSRs and was added to the guide with its creators’ approval^{xi}. The Working Committee and the research team proposed and selected all these activities. As needed, some activities were created by the research team with input from student collaborators.

In the program, game sheets are included for each activity. The sheets cover all pertinent information necessary for planning and leading the activities: a general description of the activity, materials required, running the activity and comments (a section that could be used to record alternative ways to lead the activity, among other things).

Sustainability mechanisms are also proposed for this program of activities designed to raise awareness of goodwill and intolerance. As concerns the Charter, these mechanisms are 1) establishing an annual re-signing event that would include new residents, among others, and 2) revising the charter’s contents every two to three years. For the planning of permanent supporting activities, the mechanisms are 1) maintaining a year-long register of these activities, 2) having each activity evaluated by the lifestyle and program manager to identify possible improvements, and 3) having the participating residents evaluate these activities.

^{vii}Source of inspiration: DIAPASON. (s.d.). *Création de communautés bienveillantes chez les aîné(es) : Guide pour les intervenant(es)*. <https://www.anonyme.ca/wp-content/uploads/2020/10/1-guide.pdf>

^{viii}Source of inspiration: Dufay, J. (2017). *Dis-moi tout! Un jeu de plateau pour papoter*. <https://www.momes.net/jeux/jeux-a-imprimer/jeux-de-plateau/dis-moi-tout-un-jeu-de-plateau-pour-papoter-845158>

^{ix}Source of inspiration: Beaulieu, M., & Bergeron-Patenaude. (2012). *La maltraitance envers les aînés. Changer le regard*. Québec : Presses de l’Université Laval. 148 p.

^xSource of inspiration: Trousse SOS abus. (s.d.). *Les abus envers les aînés existent... les solutions aussi!*. [http://www.troussesosabus.org/trousses/trousse_f/repertoire_outils/trouvailles/\(T4\).pdf](http://www.troussesosabus.org/trousses/trousse_f/repertoire_outils/trouvailles/(T4).pdf)

^{xi} The serious game ‘*La P’tite vie en résidence*’ results from an action research project funded by the Social Sciences and Humanities Research Council of Canada led by the Centre collégial d’expertise en gérontologie (CEEG) of Cégep de Drummondville and its partners. The game, made public in 2020, “aims to raise awareness among residents, staff members and managers of PSRs about bullying, its consequences and the means to prevent and counter it” (CEEG, 2021, online).

5. Testing in the Residences

Bartholomew Eldredge & al. (2016) emphasize the importance of testing a program's tools and activities before their full deployment. It enables verification of the program's reception and the opportunity to make adjustments if necessary.

Following these premises, the **Program GIFT in residence** was tested in the partner PSRs between October 2021 and May 2022^{xii}. Throughout the testing, the activities and tools were formed and enriched in light of the observations of the research team and the initial reactions of residence stakeholders.

The residences were free to test the tools and activities that responded to their individual needs. Nevertheless, the research team ensured that all tools and activities were tested at least once during the testing.

5.1 Testing deployment timetable

A two-phased deployment timetable was envisioned: the first phase would be held from October to December 2021 and would deal with measures deemed administrative in nature: Resident Committees, the list of resources and services for management, the list of resources and services for residents, the process of pairing a new resident with a welcoming resident, process of management and follow-up in situations of intolerance between residents. It would also include fine-tuning the awareness-raising campaign that includes activities for residents and staff members: the poster campaign, conferences and training sessions, activities linked to goodwill and intolerance and the co-creation of the Goodwill Charter. The second phase sought to test the administrative measures deployed in the first phase more extensively and propose intervention tools to residents and staff members for the poster campaign, the conferences and training sessions, the activities linked to goodwill and intolerance, and the signing of the Goodwill Charter.

Effectively, all target clientele in the program are beneficiaries of the administrative measures (residents, staff members, managers). These measures aim to clarify the roles of residence stakeholders in promoting goodwill and countering intolerance between residents and to publicize the variety of available resources that can support older adults experiencing intolerance.

Phase 1, from October to December 2021, was primarily concerned with two of the program's clientele, residents and staff members, but also, in a more extensive way, the Residents Committee members and the managers. The goal was to raise awareness among the residence stakeholders of the issue of intolerance between residents and to emphasize the promotion of goodwill through various activities.

^{xii} Note that certain activities were tested after the official testing period ended, such as the snakes and ladders game addressing goodwill and intolerance, and the 'Tell Us About Yourself' game. The Goodwill Charter signing activity was also held after May 2022.

Phase 2, lasting from January to May 2022, was intended to equip residence stakeholders, principally residents and staff members, with the necessary tools concerning intolerance between residents. Thus, some activities started in Phase 1 were continued (e.g., the Goodwill Charter), others that had previously been tested were reworked (e.g., the poster campaign or the proposed conferences and training sessions), while other tools were new (e.g., the training videos).

5.1.1 Context in the residences during testing

The COVID-19 pandemic affected both phases of the **Program GIFT in residence** testing.

First, the tests began at the same time as mandatory vaccination passports were decreed. Thus, starting October 15, 2021, only those persons who were vaccinated (visitors, staff members^{xiii}, suppliers, and guest speakers, among others) could enter the PSRs.

Several sociosanitary measures, declared mandatory by Public Health officials, persisted during this time. As a result, a limited number of residents could access the activities intended for them (at times, to a limited number of residents; at other times, to the size of the room where the activity would take place).

Moreover, at different moments between October and May 2022, COVID-19 outbreaks occurred in the partner PSRs, which necessitated the suspension of testing.

In addition, the program's testing occurred in the context of a lack of human resources and significant staff members turnover in the partner PSRs. Staff members scheduled to participate in the tests had to be assigned different tasks, filling in at different positions. For example, managers were called upon to do table service and perform dishwashing duties. In one residence, staff members were already testing a different project, which would have led to an increased workload.

Lastly, at the start of 2022, one general manager and one lifestyle and program manager left their positions. Only one new lifestyle and program manager was in place during the testing period.

Consequently, several activities or proposed administrative measures had to be postponed or cancelled because of these situations. These contexts assuredly influenced the program's testing but also illustrate the reality of PSRs, which must contend with a panoply of challenges.

^{xiii} Chartwell Retirement Residences decided to make the COVID-19 vaccination mandatory for all staff members.

5.2 Progression of the testing

5.2.1 Preparation of the testing and follow-up

In the Autumn of 2021, the period foreseen to commence the testing in the partner residences, each residence was operating in different contexts. Individual meetings with the managers were held to create personalized plans for their testing and follow-up to ensure optimal testing. These individual meetings took place in October 2021. They enabled not only the adaptation of the program to the realities of each residence but also discussions concerning conferences and staff member training pertinent to their needs. A timetable, including the deployment of various administrative measures, was also created in partnership with each manager.

It is important to stipulate that the **Program GIFT in residence** consists of proposals that each setting is invited to adapt according to their needs. Personalized follow-ups with the general managers and lifestyle and program managers (in person or by telephone) were done throughout the program's testing. In addition, the project coordinator was available to respond to all questions from the managers or any other individual using the program's activities or tools. The project coordinator was also involved with conferences and activities throughout the testing period. This facilitated the observation of the participants' reception of the materials and resulted in the modification of proposed activities and tools in response to the initial commentaries received.

5.2.2 Presentation of the program to residence stakeholders

Effective communication of the program's pilot testing in partner residences was deemed primordial to share the fundamental elements and contents of the program with residents and staff members. In addition to publicizing information in the residences' newsletters and communicating with the staff members by e-mail, in-person meetings were prioritized.

An information kiosk and a conference for residents that presented the program's tools and activities were held in each residence. Among other things, these initiatives informed the residents of the program's objectives, its creation in partnership with their residence, information concerning the findings of the needs studies done in collaboration with residents and staff members, and the awareness-raising tools and activities developed for the program^{xiv}. Also, meetings with Resident Committee members were arranged to explain the role each could play in promoting goodwill and countering intolerance. These meetings also provided the researchers with the opportunity to respond to questions.

Meetings with the management committees, and in one case the entire staff members by the manager, also made it possible to inform staff members about the testing of the program and to answer their questions.

^{xiv} The information kiosks and conferences were held with Roxane Leboeuf, doctoral student in gerontology at the University of Sherbrooke, whose thesis focuses on the rights and freedoms' issues in situation of intolerance between residents in PSRs. These communication activities aimed to inform residents about the **Program GIFT in residence**, but also to invite them to participate in Roxane's doctoral research project.

In addition, promotional materials such as lanyards and badge holders reflecting the program's visual design were handed out to residents and staff members to raise their awareness and publicize the testing of the program taking place in their residence.

Lastly, all documents related to administrative measures (Residents Committee, list of resources and services, list (pamphlet) of resources for residents, process of pairing a new resident with a welcoming resident, process of management and follow-up of situations of intolerance between residents), as well as the poster campaign, lists of conferences and training, and program of awareness-raising activities concerning goodwill and intolerance were delivered to the partner PSRs. Promotional materials, such as the lanyards and badge holders, as well as the material for awareness-raising activities, were delivered to the residence lifestyle and program managers to support the testing. Finally, note that the project's partners offered conferences and workshops free of charge. Two examples are: the conference given by Jasmin Roy entitled *'Appreciating Goodwill: Cultivate healthy emotional and relationship lifestyles'* and the *360 Virtual Reality Workshops* offered in collaboration with the Jasmin Roy Sophie Desmarais Foundation and the Research Chair on Mistreatment of Older Adults.

5.2.3 Tools and activities pilot-tested in each residence

Table 6 presents the tools and activities tested in each residence or where steps were launched during the testing to be then continued.

Table 6 – Tools and activities tested in each residence

Tools and activities	R1	R2	R3	R4 ^{xv}
Process of pairing a new resident with a welcoming resident	✓	✓	✓	-
Residents Committee (creation, sustainability, role in issues of goodwill and intolerance)	✓	✓	✓	-
Management process and follow-up in situations of intolerance (forms, diagram, memory aid)	✓	✓	✓	✓
List of resources and services	✓	✓	✓	✓
Training (videos, list of training sessions)	✓	✓	✓	✓
Poster campaign (goodwill, intolerance, ‘What to Do’)	✓	✓	✓	-
List (pamphlet) of resources for older adults	✓	✓	✓	-
Conferences for residents	✓	✓	✓	-
Group activities				
- ‘La P’tite vie en résidence’ serious game	✓	✓	✓	-
- Myth or Reality?	✓	-	-	-
- The Highs and Lows of Goodwill and Intolerance	✓	-	-	-
- Tell Us About You!	-	✓	✓	-
Individual activities				
- Hidden Words	✓	-	✓	-
- Crosswords	-	✓	✓	-
Co-creation of the Goodwill Charter	✓	-	✓	-
Signing of the Goodwill Charter activity	✓	-	✓	-

5.3 Reflections following pilot tests

Testing a program’s tools and activities is an essential step that allows the program’s contents to be adapted following feedback from participants and/or users before the official evaluation is completed (Bartholomew Eldredge & al., 2016). For example, the initial title of the program was ‘Program GIFT in PSR’. It was selected by the Working Committee and approved by the Steering Committee during the first phase of testing. The title was modified between Phases 1 and 2 of the testing following the research team’s observation that the residents did not understand the meaning of ‘PSR’, which is an acronym used primarily by researchers, intervenors in the practice and government actors. Consequently, the name became **Program GIFT in residence**.

^{xv} The R4 was included in the program testing in March 2022 specifically to test the tools and activities destined for the staff members.

5.3.1 First reactions and suggestions for improvement

The testing of the **Program GIFT in residence** allowed the research team to meet with the residents during various activities. These interactions were an opportunity for the team to raise the pertinence of the program. Among other things, it was observed that the residents had a growing awareness of goodwill and intolerance between residents in their congregate living setting. Many informally expressed their appreciation of the activities and conferences related to goodwill and intolerance they had experienced and the necessity of having more content with these subjects and underlying themes to raise awareness among the greatest number of residents. Others pointed out that they could now recognize actions of goodwill and intolerance between residents in situations they had previously observed but had been unable to name.

The residents very much appreciated the measure of pairing a new resident with a welcoming resident. Many residents, some newly arrived, some established, expressed their appreciation of this measure that enables a better adaptation and integration to new arrivals. In one particular residence, this discussion led to the recruitment of mentors in the pairing process for new arrivals, and help building new relationships between new residents and others in residence.

Residents' comments during the testing of tools and activities enabled the research team to improve their contents and form. For example, residents suggested enlarging the fonts of the goodwill campaign posters. They also proposed reformulating certain statements in the Myth or Reality About Goodwill and Intolerance game. With each activity, the research team collected the residents' comments and, consequently, effected modifications to improve the tools and activities.

Residence managers are convinced of the program's pertinence and could bring their comments to the research team throughout the program's development and testing. The evaluation phase also enabled a better understanding of the challenges these managers face.

Regarding staff members, the research team had little contact with them (Aside from the lifestyle and program managers who were actively involved with the deployment of the tools and activities directed towards residents). Although the managers conveyed the growing excitement towards the program to the research team, it is the evaluation phase which will allow the research team to best determine the participants' appreciation, or not, of program tools and activities.

5.3.2 New avenues for program support and sustainability

Preliminary observations from the research team stressed the necessity of support for those persons responsible for the deployment of the program. Indeed, during the testing, the program coordinator was in almost weekly contact with the general managers and the lifestyle and program managers, responding to their questions as needed. The coordinator also ensured that all materials necessary to facilitate the testing were supplied to the partner residences. Moving forward, it would be important for a resource person to assume this role or for this task to be shared between several persons. Inevitably, this would mean that

the resource person or persons would need a fundamental knowledge of the program's contents and objectives.

In addition, the research team recognized that an offer of training on the **Program GIFT in residence** would be necessary to educate future users on its foundations, uses and optimal deployment. As the program would be available with free access, this training offer would enable a variety of stakeholders to, among other things, understand the foundations of the **Program GIFT in residence** and, more substantially, embrace them. Training would also promote the recognition of the importance of necessary cultural change (a culture built on the cornerstones of goodwill) in those responsible for deploying administrative measures, tools and activities.

Finally, it was observed by the research team that the involvement of positive leaders in the program's deployment favourably contributed to its promotion. For example, those residents participating in the Working Committee or members of the Resident Committees proved to be positive vectors of communication for the program. Having assimilated the foundations of the **Program GIFT in residence**, some of these residents encouraged their peers to participate in a variety of related activities. Others implemented actions to counter intolerance between residents, such as placing a confidential message box for Resident Committee members to gather information on instances of experienced or observed goodwill or intolerance between residents and, subsequently, support those residents in need. Others adopted a mission to train 'sentinels' to promote the program and its objectives.

6. Conclusion and Future Steps

Following the premises of *Intervention Mapping* (Bartholomew Eldredge & al., 2016), the **Program GIFT in residence** was created in partnership with a Working Committee consisting of older adults living in PSR and residence staff members. This partnership anchored the contents of the program to the reality of PSR stakeholders and, by doing so, helped propose tools and services that met their specific needs.

Presenting the selected activities and tools to the Steering Committee and the Advisory Committee helped solidify the program's pertinence. Utilizing their respective expertise, these committee members could make valuable suggestions to the Working Committee to adjust specific proposals.

The contributions of the members of these three committees to the program's development proved to be essential and were a ground-breaking richness. The partnership with the committees enabled the creation of a program containing complementary modules that sought to: enhance goodwill, enrich the process of welcoming newly arrived residents, educate stakeholders on intervention tools and clarify the management and follow-up of intolerance between residents.

A testing of the program's activities and tools took place between October 2021 and May 2022 and required the active participation of PSR stakeholders (managers, staff members and residents). Initial observations coming from the testing noted that goodwill and intolerance between residents were still misunderstood subjects in residences for older adults. Also, the support and presence of the research team were essential to ensure the most effective deployment of the testing, suggesting the need to support residence stakeholders in ensuring the **Program GIFT in residence** is sustainable. For these reasons, among others, a training offer is presently being developed.

A comprehensive evaluation of the program's testing rounds out this partnered research project (Objective 3). This evaluation was completed during the Summer and Autumn of 2022 through interviews with individuals and group PSR stakeholders who participated in the program's deployment (managers, staff members and residents).

This comprehensive evaluation aims to determine if the proposed material is adequate in its reception and implementation. The pertinence of visuals and proposed contents will be evaluated through group interviews with the program's participants before its public launch, expected in December 2022. Also, to broaden the reach of the **Program GIFT in residence**, the translation of its contents will be completed in Autumn 2022 and will also be available with free access.

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