



Food | Housing | Health | Youth

Navigating Your Wellness Journey (NWJ) Pilot Project Final Report



February 1, 2024

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We sincerely thank all pilot project participants and Facilitators for their support in evaluating the project. Their constructive feedback will allow GBF to improve the Navigating Your Wellness Journey Workshop Series going forward.

A. INTRODUCTION

Wellness Promotion in Niagara

Grimsby, and the surrounding area, has changed and grown since it became a Town in 1922. The demands on health and social services have been steadily increasing in response to demographic changes and increased morbidity associated with housing shortages, food insecurity, mental illness, social isolation, and chronic disease. Health and social services budgets have struggled to meet demands in the Niagara Region. As a result, community-led efforts promoting wellness have been implemented to address these challenges. A sample of Niagara-based organizations focused on wellness promotion include: Niagara-On-The-Lake (NOTL) Community Wellness Committee, South Niagara Health & Wellness Centre, Strong Fort Erie Neighbourhoods (SFEN), Quest Community Health Centre, and the Niagara Food Security Network (NFSN).

GBF Wellness Promotion

Promoting wellness for GBF's clients has always been, and will continue to be, a fundamental impact goal. However, given the increased health and social demands in our area, and the challenges experienced with the COVID-19 pandemic, GBF realized it was time to **expand wellness promotion services beyond our clients to also encompass our community**. This led to extensive research and the development of a **Wellness Promotion Framework** (Exhibit 1) that embraces four domains: Physical, Mental, Social, and Environmental Wellness.

Exhibit 1: GBF Wellness Promotion Framework



Social Prescribing Context

According to the Alliance for Healthier Communities, Social Prescribing (SP) is a holistic approach to healthcare that brings together the social and medical models of health and wellness. It provides a formal pathway for health providers to address the diverse determinants of health, using the familiar and trusted process of writing a prescription. SP bridges the gap between clinical and social care by referring patients to local, non-clinical services that are chosen according to the client's interests, goals, and gifts. It allows doctors, nurse practitioners, and interprofessional health providers to formally refer patients through to community-based programs. It empowers clients to improve their health by developing new skills participating in meaningful activities and becoming more connected to their communities.

GBF Client Services has been practicing a form of SP by referring its clients to services being delivered by its partners in the community – the purpose being, to enable our clients to be well. In 2021, GBF expanded its vision statement to “Enable our clients and our community to be well”. With this expansion, it was decided to build on the concept of SP and develop a unique Community Wellness Program to support everyone in our community.

Self-Care Context

Self-care has been defined clinically as the process of establishing behaviours to ensure holistic well-being of oneself to promote health, and actively manage illness when it occurs. More simplistically, GBF views self-care to mean taking care of yourself so that you can be well physically, mentally, socially, and environmentally.

Historically, practicing self-care has shown to be difficult. More recently, it has become even more challenging due to numerous situations as follows:

- Ongoing COVID outbreaks and the economic situation are contributing to feelings of isolation and loneliness; people are also anxious and stressed.
- People often don't have the knowledge and tools to identify what their priority wellness needs are and how to successfully address them.
- There are greater demands on health practitioners, and the health system, to deal with social and community wellness needs.

In response to these challenges, GBF Community Services developed the Navigating Your Wellness Journey (NWJ) approach to enable people to practice wellness self-care. Through collaboration between GBF Wellness Promoters and community wellness service providers, a referral process has been designed to ensure that: a) people have access to the knowledge and tools needed to identify their perception of wellness and their wellness priorities, and b) they learn how to practice self-care to meet the wellness needs that matter most to them.

Navigating Your Wellness (NWJ) Pilot Project Impact Goals

The GBF Board approved conducting two pilot projects in 2023 to determine the social value of implementing the NWJ Workshop Series. The Project Team developed seven impact goals to steer the development, implementation, and evaluation of the NWJ pilot projects. These are as follows:

- **GOAL #1:** a) To **DESIGN** a Wellness Framework that increases awareness and knowledge about wellness promotion, and b) to leverage what we learn from the NWJ pilot projects to **DESIGN** a simple, useful Wellness Self-Care Methodology and Toolkit that enables participants to plan their personal wellness journey.

- **GOAL #2:** To provide participants with a structured implementation **APPROACH** with relevant tools to enable them to reach their wellness destination.
- **GOAL #3:** To determine how **PEOPLE** (i.e., leaders, facilitators, advisors, students, and participants) contributed to the success of the NWJ Workshop Series.
- **GOAL #4:** To determine if the **INVESTMENT** (i.e., time, effort and funds) to pilot the NWJ Workshop was worthwhile.
- **GOAL #5:** To identify the **IMPACT** experienced by the people involved with the design and implementation of the Navigating Your Wellness Journey Program.
- **GOAL #6:** To provide sufficient information to determine if, and when, the Navigating Your Wellness Journey Program is **SCALABLE**.
- **GOAL #7:** To identify the determinants of a **SUSTAINABLE** Navigating Your Wellness Journey Program going forward.

B. NWJ PILOT PROJECT IMPLEMENTATION APPROACH

The Navigating Your Wellness Journey (NWJ) Workshop Series was conducted twice; in the spring of 2023 and again in the fall of 2023.

The fundamental aim of the Workshops is to enable participants to practice wellness self-care. The Principles that were applied to guide the design and implementation of the NWJ Program include the following:

Principle	Description
1. Wellness literacy	It is important to know what wellness is and the inter-dependent relationship between physical, mental, social, and environmental wellness. <i>Being literate about wellness is the starting point for embarking on a wellness journey.</i>
2. Informed choice	<i>People have the right to make an informed choice</i> on how they want to proceed on their personal wellness journey; only they can know what is right for them.
3. Equity & access	Everyone is entitled to quality of life. Relevant, affordable community wellness services need to be accessible – <i>price should not be a barrier.</i>
4. Inclusivity & Belonging	Regardless of their socio-economic status, all people should feel valued, have trusted relationships, and a sense of belonging in their community. <i>No one should have to struggle with promoting their well-being on their own.</i> They need to be made aware of how and where they can find wellness support services.
5. Collaboration	No one organization is capable of delivering all the wellness services that are needed – <i>partnering together to promote community wellness is the key to meeting the community's needs.</i>
6. Self-Care	Individuals need support to travel their own wellness journey – <i>we need to help people to help themselves.</i>

Project Human Resources

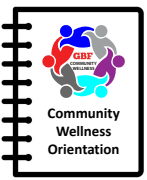



Individuals involved with the implementation of the NWJ Workshop Series plus their roles are as following:

Project Team	Volunteer Support	Executive Support
Dr. Irene Podolak, Instructor & Project Leader	Mollie Holloway, Facilitator	Stacy Elia, CEO & Facilitator
Ashley Marr, Facilitator	Chris Switalski, Facilitator	Linda Rowlison, Director & Facilitator
Lindsay Dressel, Facilitator	Bobby Wilson, Facilitator	
Basit Waseem, Brock University Student & Evaluator		

NWJ Workshop Series Structure

The public was invited to attend four NWJ workshops held over four weeks. The focus of each NWJ Workshop is shown in Exhibit 2, along with the NWJ tools that were applied during each workshop.

Exhibit 2: Workshop Content & Tools

	WORKSHOPS (WEEKS 1 to 4)	TOOLS
	W1. INTRODUCTION: Community Wellness Orientation and introduction to Navigating Your Wellness Journey approach	<ul style="list-style-type: none"> • Wellness Bingo Card • Workshop 1 Evaluation Tool
	W2. KNOWING Wellness Self-Assessment and identifying your wellness priorities.	<ul style="list-style-type: none"> • Wellness Self-Assessment Tool • Wellness Priority Setting Exercise Instructions & Worksheet • Workshop 2 Evaluation Tool
	W3. MAPPING Preparing your Wellness Journey Map (itinerary) of long term goals and short term objectives.	<ul style="list-style-type: none"> • Wellness Journey Mapping Exercise Worksheet. • Wellness Promotion Tools – examples • Workshop 3 Evaluation Tool
	W4. TRAVELLING Creating a Wellness Journal and using a Wellness Service Map while travelling to your destination.	<ul style="list-style-type: none"> • Your NWJ Journal • Workshop 4 Evaluation Tool • Sharing My Story Tool

The specific objectives for each of the NWJ Workshops are summarized as follows:

Workshop 1 Objectives:

1. To increase your awareness about wellness promotion & GBF's Wellness Promotion Framework.
2. To describe GBF's concept of community wellness and share our Community Wellness Principles.
3. To present GBF's approach to wellness self-care and our Navigating Your Wellness Journey (NWJ) workshops.

Workshop 2 Objectives:

1. To set realistic expectations about going on a wellness journey.
2. To have you complete the Wellness Self-Assessment Tool and get your feedback.
3. To have you select 1 wellness priority for your Wellness Journey.

Workshop 3 Objectives:

1. To help you understand the difference between long term goals and short term objectives when mapping your wellness journey.
2. To teach you how to use the Wellness Journey Mapping Worksheet to create your long term goals and identify short term objectives.

3. To assist you to create SMART (Specific, Measurable, Achievable, Realistic and Timely) long term goals and short term objectives.

Workshop 4 Objectives:

1. To provide you some guidance on how to effectively travel along your Wellness Journey.
2. To provide tips on how to keep a Wellness Journal.
3. To inform you about places you may want to contact to get a helping hand along the way.

Workshop Timing

The implementation timing for the Workshops for Pilot 1 and Pilot 2 were as follows:

Spring NWJ Workshop Series:

- Week 1 – May 10, 2023.
- Week 2 – May 17, 2023.
- Week 3 – May 25, 2023.
- Week 4 – May 31, 2023.

Fall NWJ Workshop Series:

- Week 1 – September 20, 2023.
- Week 2 – September 27, 2023.
- Week 3 – November 04, 2023.
- Week 4 – November 11, 2023

C. DATA COLLECTION & ANALYSIS APPROACH & FINDINGS

Data Collection Tools & Methods

Data collection to evaluate the NWJ Workshop Series involved a variety of tools and data collection methods. The table below summarizes the data collection tools and methods that were applied (concurrently and retrospectively) in both Pilot 1 and Pilot 2.

Tool	Data Collection Method
Attendance Records	Attendance was taken at the beginning of each workshop to identify who was present and absent.
Week 1, 2, 3, and 4 Evaluation Questionnaires	Distributed at end of workshop; instructed to complete it and leave it on the Instructors table or take it home to complete and return it.
Share Your Story Questionnaire	Distributed at end of workshop; instructed to complete it and leave it on the Instructors table or take it home to complete and return it.
Retrospective Interview Guide	One-on-one in-person interview conducted using the guide. The interview was recorded and transcribed.

Data Analysis Approach

Data	Data Analysis Approach
Participant Attendance	Quantitative data analysis of each Workshop's Attendance Record was conducted to assess the level of commitment participants demonstrated to participate in all four of the workshops.
Week 1, 2, 3, and 4 Evaluation Questionnaires – Objectives and General Scores	Quantitative data analysis of the Evaluation Questionnaires scoring the degree to which each workshop's objectives were met in Pilot 1 and Pilot 2 (data summarized in <i>Appendix A</i>).
Week 1, 2, 3, and 4 Evaluation Questionnaire – Comments	Qualitative data content analysis of comment sections in the Workshop Evaluation Questionnaires completed during the implementation of the NWJ Workshops (data summarized in <i>Appendix B</i>).
Share Your Story Questionnaire Comments	Qualitative data content analysis of the Share Your Story Questionnaires that were completed at the conclusion of Workshop 4 (data included in <i>Appendix B</i>).
Retrospective Interview Transcripts	Retrospective, targeted, in-person interviews were conducted with each of the three individuals (i.e., GBF's President, CEO and Director of Programs) that had led the development and implementation of the two NWJ Pilot Projects. An Interview Guide was used to conduct the interviews and content analysis was performed on the three interview transcriptions (data summarized in <i>Appendix C</i>).

Quantitative Data Analysis Findings

Participant Participation

The following table summarizes the attendance for each of the two pilots and identifies the number of Evaluation Questionnaires completed for each Workshop (W), and the number of Shared Story Tools that were completed during Workshop 4. Completion of these tools was optional.

	Pilot 1 - Spring				Pilot 2 – Fall			
	W1	W2	W3	W4	W1	W2	W3	W4
Total Participants	18	21	19	18	12	14	11	10
# of Evaluations	17	21	20*	18	12	14	11	9
# of Shared Stories				13				8

*one individual chose to provide a second evaluation a week after the workshop.

Attendance during Pilot 2 (15 participants) was lower than in Pilot 1 (21 participants). Fewer people registered for the Pilot 2 Workshops. This can be partially attributed to the level of promotion of the event. Advertising for the Fall Pilot was less than it had been for the first Pilot. It also became apparent that a reminder one week prior to the event would have made a difference in attendance. Timing of the event may also have been a contributor; Pilot 1 spring workshops were held from 6 to 8 PM, versus Pilot 2 fall workshops were held in the afternoon from 3 to 5 PM. Conducting workshops during non-working hours may have been a better fit with some participants.

Quantitative Scoring of Evaluation Questionnaires

Appendix A tabulates the scoring of a total of **19 Workshop Objectives Statements**, which were the same in Pilot 1 and Pilot 2, as well as **4 General Evaluation Statements** that were the same for all workshops in both Pilots.

Of note, only one person (anonymously) disagreed with 7 of the 19 Statements in the first two workshops in Pilot 1; no other disagree statements were scored for the remaining two Pilot 1 Workshops. Based on some investigation, it is perceived that this participant may not have been interpreting the scoring instructions correctly. There were no disagree scores in Pilot 2.

Comparative Analysis of Workshop Objectives Statements by Workshop and Pilot

A comparative analysis of the scoring was conducted between Workshops in Pilot 1 versus the same Workshops in Pilot 2 to identify differences in the percentage of participants that agreed with the Statements.

The purpose of this analysis was to identify how simple versus how difficult it was to meet the workshop objectives identified for each of the four workshops (Section B), i.e., to comprehend the content, understand the instructions, and easily complete the NWJ tools.

The aim of this comparative analysis was to identify if the changes that were made to the methodology and tools following Pilot 1 made a difference in participants' ability to design their wellness journey in Pilot 2. The following table summarizes the average Agree scores by Workshop and Pilot.

	Pilot 1	Pilot 2
	Average Agree Scoring	Average Agree Scoring
Workshop 1	80.8%	100%
Workshop 2	78%	90.2%
Workshop 3	82.5%	97.5%
Workshop 4	90.8%	97.8%

Participants in Pilot 2 workshops had less difficulty in completing the exercises and tools to design their personal wellness journey than in Pilot 1. This impact could be attributed to the changes made to the materials following evaluation of Pilot 1. Examples of the changes that were made include: simpler instructions broken down into more steps, examples of what a completed worksheet would look like, and better graphic displays that linked the instructions to the example worksheets. Another contributing factor is that by Pilot 2, the Facilitators had gained more experience themselves to better support participants in completing their tools.

Workshop 2 in both Pilots had the lowest statement scores; Pilot 1 (78%) and Pilot 2 (90.2%). This most likely was because: 1) this Workshop involved self-assessment, which requires a degree of self-reflection and introspection that was an emotional experience for some participants, and 2) Workshop 2 is the most complex of the four Workshops; it includes multiple exercises to identify wellness priorities.

Comparative Analysis of Workshop General Evaluation Statements by Workshop and Pilot

A comparative analysis of the scoring was conducted between Workshops in Pilot 1 versus the same Workshops in Pilot 2 to identify differences in the percentage of participants that agreed with the Statements pertaining to the **extent to which participants felt welcome, respected, experienced a positive impact, and had fun**. The following table summarizes the average Agree scores by Workshop and Pilot.

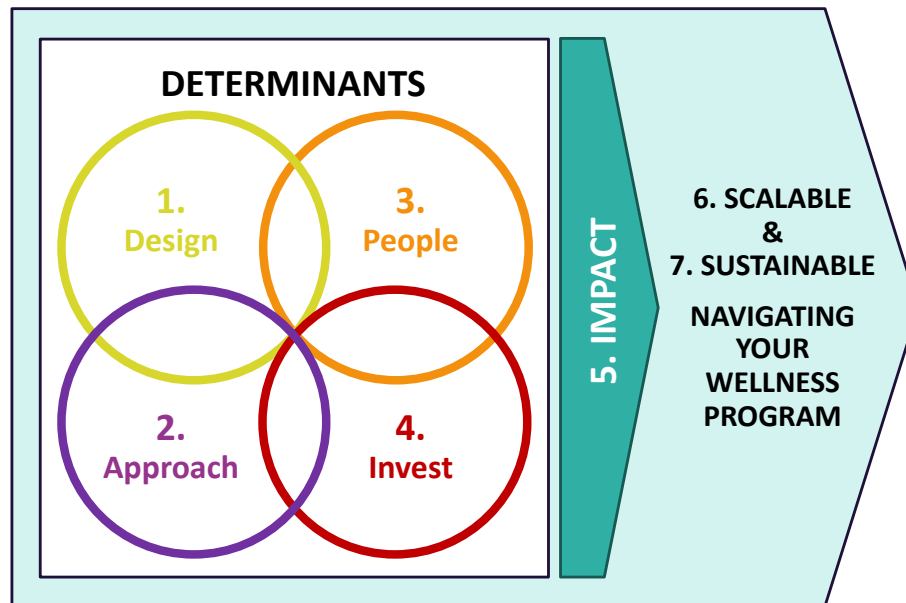
	Pilot 1	Pilot 2
	Average Agree Scoring	Average Agree Scoring
Workshop 1	92.5%	100%
Workshop 2	91.3%	98.3%
Workshop 3	98.8%	100%
Workshop 4	95.5%	100%

The increase in scores for Pilot 2 is partially attributed to the increase in the Facilitators' comfort and competency to coach, answer questions, and support Participants during the exercises. It could also be attributed to the random selection of seating arrangements that were established for each table of three to four individuals (people sat at the same table each week with the same people). The different demographics of the individuals may have contributed to different levels of rapport that Participants established with others at their table, which could have influenced their experience.

Qualitative Data Analysis Findings

Qualitative content analysis of the Pilot 1 and Pilot 2 Evaluation Questionnaire comments identified four key determinants of success: 1) DESIGN, 2) APPROACH, 3) PEOPLE, and 4) INVESTMENT, as shown in the **NWJ Determinant and Impact Model** (Exhibit 3).

Exhibit 3 NWJ Determinant and Impact Model



The determinants were shown to influence the level of IMPACT (5) that was realized from the NWJ Workshop Series, along with the extent to which the NWJ Program was SCALABLE (6) and SUSTAINABLE (7).

The numbering of the seven elements of the Model, i.e., 1) DESIGN, 2) APPROACH, 3) PEOPLE, 4) INVESTMENT, 5) IMPACT, 6) SCALABLE, and 7) SUSTAINABLE), was consistently applied throughout the reporting of the data analysis results.

The **Exhaustive Summary Analysis of Evaluation Questionnaire Comments** is provided in *Appendix B*; these tables provide an exhaustive summary of the four determinant themes, findings, and quotes from the four Workshop Evaluation Tools that were administered at the conclusion of each workshop. In addition, impact themes, findings, plus quotes, are also summarized.

Retrospective Impact, Scalable & Sustainable Findings

An independent Brock University student conducted retrospective in-person interviews with the three GBF individuals (President, CEO, and Director of Programs) that lead the development and piloting of the NWJ Workshop Series.

Leadership Interview Questions

The interview questions were designed to a) retrospectively determine the extent to which the NWJ Workshop Series achieved its impact goals at the conclusion of the two pilot projects, and b) to determine if NWJ would be scalable and sustainable going forward.

The questions were aligned with the **NWJ Determinant and Impact Model**; they are as follows:

1. To what extent do you feel knowledge and awareness of wellness promotion has been increased, and how would you describe the **DESIGN** of the NWJ methodology and Wellness Self-Care Toolkit?
2. What is it about the **APPROACH** that worked well, and what would you do differently in the future?
3. How did **PEOPLE** (i.e., leaders, facilitators, advisors, and students) contribute to the success of the NWJ workshops?
4. What **INVESTMENT** did you make in time, effort, and cost (e.g., promotion, materials, etc.) to pilot the NWJ workshops?
5. What value (i.e., **IMPACT**) do you feel was realized by participants and facilitators from attending the NWJ workshops?
6. What are the risks that need to be managed for the NWJ Program to be **SCALABLE**?
7. To what extent do you feel NWJ will be **SUSTAINABLE** going forward?

Leadership Interview Findings

Content analysis of the interview transcripts was conducted; an **Exhaustive Summary of Retrospective Leadership Interview Data** is provided in *Appendix C*.

The output from this analysis of interview data (Appendix C) was combined with the qualitative data output in Appendix B to identify the conclusions for the NWJ Pilot Project.

D. NWJ PILOT PROJECT CONCLUSIONS & RECOMMENDATIONS

Conclusions

All data analysis findings were reviewed and collated to determine the extent to which the NWJ Workshop Series achieved each of its seven impact goals. The conclusions from the comprehensive analysis are summarized below applying the NWJ Determinants and Impact Model categories.

1. DESIGN CONCLUSIONS

GOAL #1.1: To **DESIGN** a Wellness Framework that increases awareness and knowledge about wellness promotion.

1. Knowledge and awareness of the Wellness Promotion Framework increased for NWJ participants, as well as anyone involved with GBF's community wellness events.

- a. As Leaders, Facilitators, and Participants, the three interviewees felt *"the Wellness Framework was holistic"*.
- b. Information about wellness promotion was shared at all events and distributed via multiple communication channels. This contributed to steadily increasing attendance to other wellness courses, events, and activities.

2. The Wellness Framework is comprehensive and holistic, which contributed to greater self-awareness about wellness self-care.

- a. The Framework incorporates physical, mental, social and environment aspects of wellness. It guides the way GBF services (i.e., client and community wellness) are selected and delivered. *"It guides everything we do"*.
- b. Providing definitions and determinants for the four categories of wellness increased participants' awareness of wellness. (I now have a) *"very strong understanding of what wellness is"*.
- c. The Framework was instrumental in the design of the Wellness Assessment Tool, which increased participants' self-awareness; *"participants were able to understand themselves and how well they were in each (wellness) category"*. The tool was clear and concise; the exercise of scoring simple statements resulted in greater self-awareness of self-care; *"it made you think about your circumstance and situation"*. *"It was a wakeup call for me. "You have to take care of yourself, in order to take care of others"*.

GOAL #1.2: To leverage what we learn from the NWJ pilot projects to **DESIGN** a simple, useful Wellness Self-Care Methodology and Toolkit that enables participants to plan their personal wellness journey.

3. The design of the NWJ Methodology was shown to be relevant, structured, simple to understand, and meaningful.

- a. The design of the methodology evolved over the duration of two pilot projects to be more structured. A lot of thought went into how it was going to be implemented ... *"specifically broke it into four sections ... and implemented during four consecutive workshops with step by step detailed descriptions and instructions"*. *"That was really important because you don't want to overwhelm the participants"*.
- b. Building on the concept of Social Prescribing to design NWJ Program created a unique, comprehensive methodology to support the continuous practice of Self-Care throughout a person's lifetime. *"It (NWJ methodology) can be continuous for life"*.

- c. The methodology first assists participants to identify their wellness needs (the WHAT needs fixing), and then how to create a plan to address their needs (the HOW to get to their destination); *"It builds confidence to enable you to get to where you want to go"*.
- d. Distributing the content, tools, and instructions into four workshops provided a step-by-step structured process for learning how to practice self-care. This was reinforced with specific examples to make it easily understood. *"Content reviewed is/can be complex, (but also) meaningful"*.
- e. By the conclusion of the two pilots, the participants' perception was that the structure of the course was well developed. *"Well developed course"*.

4. The Wellness Self-Care Toolkit enables people to make informed wellness choices for what matters to them.

- a. The toolkit does NOT "prescribe" how you should improve your wellness; *"it's all about freedom to decide what's best for you"*.
- b. The design was not intended to be a do it yourself process. *"You have to (first) learn how to do it and then you can go ahead and implement your own goals and objectives and get there (your wellness destination)"*.
- c. Providing information resources and detailed instructions for each of the tools supported the learning process. Participants found the resources and tools of value. *"Resources were very helpful"*.
- d. Although a participant identifies which wellness need they want to focus on during the workshops, it is acknowledged that they need support to learn how to implement the tools. *"To do it right, you have to learn a whole bunch of things ... learning is something that you can't just do by reading words ... need to experience it ... need a coach to help you through it; you need someone to show you how to do it". "(Instructions) helped ensure tools were understood; combined with important components to this course"*.
- e. Using the SMART approach enabled participants to ensure wellness goals and objectives were Specific, Measurable, Achievable, Relevant, and Timely. *"Smart is an amazing tool ... and helps break (the process) down to 5 steps"*.

5. The NWJ workshop series is designed to enable participants to learn how to implement wellness self-care by applying different learning strategies.

- a. The workshops incorporated learning strategies such as: reading and ongoing review of the curriculum in the course binder; listening to various speakers delivering the content; watching videos to reinforce learning; providing resources to read about wellness topics, and small group discussion at the tables. *"Different learning strategies (helped) them with developing their plan"*.

2. APPROACH CONCLUSIONS

GOAL #2: To provide participants with a structured implementation **APPROACH** with relevant tools to enable them to reach their wellness destination.

1. Implementing the four workshops over a duration of four weeks enabled effective distribution of the content and supported participants' learning process.

- a. A general introductory session focused on orientation provided an opportunity for participants to get to know the people at their table. It also distributed to content evenly and allowed more time for thinking, and getting support to complete tools, and social interaction.

- b. Selecting only one priority long term goal with a few implementation objectives supported learning the “how-to” process, while being manageable within one workshop. *“Selecting 1 priority area will make the work effort ... more manageable”.*
 - c. Four weeks was a good time span to complete the curriculum and keep participants engaged; *“it’s not too long but it’s not too short”.*
- 2. Training Facilitators first about the methodology, toolkit and implementation process enabled them to learn what they needed to know to support participants during the NWJ Workshop Series.**
- a. Having a training session prior to Pilot 1’s first workshop was an effective way to train Facilitators. *“... having them use the tools ahead of time really did provide them the knowledge and skills that they needed to support other participants during the workshops”.*
 - b. Having the binder content, tools and instructions organized by each of the 4 workshops simplified the teaching and implementation process. *“The binder was amazing; easy to read (and) complete. Everything was organized – easy to understand”.*
 - c. Repeating the training session for Pilot 2 reinforced learning and resulted in Facilitators being more skilled, knowledgeable, and comfortable with providing support to participants.
- 3. Small group seating arrangements with the same individuals each week created a comfortable setting and increased discussion and sharing of personal information.**
- a. Having no more than three participants seated at a table with the Facilitator worked well – *“they were able to establish a rapport with one another”.* However, it was discovered that a 1:2 ratio worked better.
- 4. Adding follow-up coaching sessions after the workshops would motivate participants to stay on track and provide an opportunity to reflect, ask questions, and modify their wellness journey.**
- a. Conducting a follow-up session at two months would provide participants the opportunity to discuss their challenges and motivate them to continue their journey and stay on track.
- 5. Collecting data from participants at two and six months after the workshops would enable identification of longer term impacts.**
- a. Ideally, it would be useful to conduct a second follow-up session at 6 months; *“it’s like a reunion”.* By completing a questionnaire and a Share Your Story tool, participants could share their experience and identify the extent to which they met their short and long term goals.
 - b. An annual reunion could be a fun event; a celebration of their success, or an opportunity to get re-energized if they lost their way along their wellness journey.

3. PEOPLE CONCLUSIONS

GOAL #3: To determine how **PEOPLE** (i.e., leaders, facilitators, advisors, students, and participants) contributed to the success of the NWJ Workshop Series.

- 1. Having community stakeholders involved with the development of the NWJ Program materials and tools contributed to the successful implementation of the two NWJ pilot projects.**
- a. Input collected during interviews, with subject matter experts in Grimsby and the surrounding areas, contributed to the original design of the Wellness promotion Framework and the NWJ methodology and toolkit. It also resulted in spreading the word about what GBF’s vision for community wellness is about. *“Everyone needs to understand that (wellness and self-care) is what we’re trying to accomplish”.*

- b. Communicating broadly about wellness promotion increased awareness about the importance of promoting wellness. *"The more people are involved, the more conversation (you'll have about wellness) in your community".*

2. The more people were engaged during the development and implementation phases of the Program, the greater impact they experienced.

- a. GBF staff's involvement contributed to the successful implementation of the pilot projects. Their roles included leading the development of the curriculum, training of facilitators, and coaching participants. The knowledge and skills they learned will be critical to the longevity of the NWJ Program. *"I was a facilitator, and I was one of the individuals (a participant) that attended the workshops, and it was fabulous".*
- b. Facilitators' involvement in trialing the Workshop materials and tools prior to the implementation phase was an important learning strategy – it enabled them to be effective coaches during the workshops. (After) *"reviewing the program, it makes more sense".*
- c. Facilitators ensured that participants learned how to identify wellness priority goals that mattered to them, and how to select implementation objects to achieve their wellness destinations. They did not tell them what they should do, but rather, they taught them how to make informed decisions. *"Glad to see/have Facilitators help clarifications".*
- d. They created a safe and comfortable environment to support learning. They had good rapport with participants. (Facilitators) *"are beautiful, caring, so kind, and make me feel welcome with their compassion and kindness".*
- e. Participants that were actively engaged during all four workshops, as well as being honest when conducting a self-assessment, received the most benefit from the NWJ process. *"... if you're answering that (the self-assessment statements) honestly, then you're going to have a lot of impact and see a lot of great results ... when developing your plan".*

4. INVESTMENT CONCLUSIONS

GOAL #4: To determine if the **INVESTMENT** (i.e., time, effort and funds) to pilot the NWJ Workshop was worthwhile.

1. The greatest investment in the NWJ Program was not money, but rather, in effort and time.

- a. The GBF leadership spent an extensive amount of time during the last two years to research, design, and implement the Navigating Your Wellness Workshop series. *"I (President) volunteered over a thousand hours of time, but ... didn't regret it a bit. It has been personally very rewarding and satisfying". "It took 4 versions, 2 preliminary trials and a final workshop with the Facilitators to finalize them". "A very well-developed course". "Lots of hard work and hours and hours, as it shows".*
- b. Effort was required to teach Facilitators what they needed to know about wellness promotion and to train them on how to competently apply the NWJ tools and effectively support Participants. *"Glad Facilitators were given advanced guidance, as it was definitely needed".*
- c. The \$3,000 budget was used to pay for the supplies needed to create the NWJ binders provided for Facilitators and Participants, advertising costs, plus administer the workshops. However, it was not all spent. *"This investment is nothing compared to the social value that has been realized by the people that attended. "I think we can definitely say that we got a big bang for the buck". "Cost is very much minimal (in comparison) to the impact that it had on individuals".*

2. **Facilitators committed themselves to providing input on the design of the methodology and tools, attended training, trialed the use of the approach and tools, and coached participants throughout the four workshops.**
 - a. The more time Facilitators invested in the Program, the more effective and passionate they were in their roles; *"... you're more engaged to really help the other participants be well, because you want to help them".*
3. **Participants invested their time and effort to learn how to apply the toolkit and also to support the evaluation of the NWJ Program.**
 - a. Participants were willing to invest the time and effort to learn how to apply the NWJ approach and tools. A few participants required more coaching and support, but they eventually completed the tasks required. *"It just (took) me a little time to get me into action".*
 - b. Even though it was optional, most participants completed the evaluation tools to support GBF in their efforts to improve the NWJ Workshop Series. *"Without application of the evaluation tools, we wouldn't have the data to demonstrate the social value of the NWJ Workshop Series for the investment that was made".*

5. IMPACT CONCLUSIONS

GOAL #5: To identify the **IMPACT** experienced by the people involved with the design and implementation of the Navigating Your Wellness Journey Program.

1. **Facilitators had a significant impact on creating a comfortable environment in which participants were able to build trusting relationships and feel safe in sharing their feelings and desires.**
 - a. Facilitators did not judge participants, instead they made them feel welcome, confident, and motivated to practice self-care; *"facilitators helped them through everything".*
 - b. Participants developed trusting relationships with their Facilitator and other participants that made them feel comfortable expressing their wellness challenges. *"... able to speak about their wellness challenges without feeling like they're judged or dictated to".*
2. **Participants were able to become more aware of how to make informed choices about wellness priorities that are appropriate for them and feasible to implement.**
 - a. Participants experienced more autonomy in making choices regarding their wellness priorities and how to implement them. *"... teaching them how they can really take control over their own wellness; and help them develop a plan to make that happen". "Today's session incorporated mindfulness, self-reflection and learning how to make informed choices".*
 - b. Participants were able to realize that they were not unique in experiencing wellness challenges. *"I am not the only one having difficulty right now "; "hey, maybe I'm not so bad after all, I'm not a loser. I'm like other people and I have to work on this".*
3. **Participants experienced personal growth through their involvement in the NWJ Workshops.**
 - a. Participants willingly expressed the way in which participation in the NWJ Workshops had changed their lives. *"I took the course to find myself again: wellness. Wanted to find myself and feel happy of my accomplishments, empower my feelings and be grateful again". "I have learned techniques on how to deal with my challenges". "I feel confident in the specific area I want to improve". "Before I came I had a challenge I needed to address but was not dealing with it (now I can) watch where my thoughts go during the day ... more on the positive side".*

4. The NWJ Workshops provided an opportunity for isolated participants to socialize and feel less alone.

- a. The NWJ Workshops were an effective way of addressing feelings of social isolation by some participants; *"... (they) were there to try and find a resource to help them emotionally and get them out of the isolation of not being with others ..."; "looking really for some help in how they can make it better".*
- b. Participants experienced friendship and satisfaction from their relationships with other participants in the Workshops. *"I enjoyed interacting with others". "I gained so much satisfaction and joy from (everyone's) kind words". "I'm not alone in my journey. My feelings matter. I've been introduced to other avenues of resources. The group supports my objectives going forward".*

5. Participants spoke positively about the value and impact the NWJ Program had on them.

- a. Many comments dealt with learning about how to deal with their wellness needs. *"The workshops have helped me gain a stronger understanding about wellness (and) and how to set achievable goals to better myself. The course allowed me to self-reflect and learn helpful tips to remain on my (wellness) journey and be successful". It's made me think on how to begin!"*.
- b. Some participants experienced mental health impacts. *"This course has made me aware of my surroundings and how I am feeling. My mental well-being has improved. I'm not frustrated by the end of the day. Life is good. I am achieving positive goals and outlook for tomorrow. My family and I have value".*
- c. Participants acknowledged the benefits they realized from learning about self-care. *"This course gave me the confidence/courage I need to practice self-care". (NWJ made me) "become mindful of my own wellness/ health (and) how to better myself". (NWJ) "helped me realize that I should also self-care and ensure I have time (to be well)".*

6. SCALABLE CONCLUSIONS

GOAL #6: To provide sufficient information to determine if, and when, the Navigating Your Wellness Journey Program is **SCALABLE**.

1. Scaling up the NWJ Workshops, and maintaining a high level of Program quality, will be dependent on having sufficiently skilled leadership and trained, competent Facilitators.

- a. GBF staff need to provide the leadership required to own and manage the implementation of the NWJ Program. This is not something that can be run independently by volunteers; *"It wouldn't be a very beneficial program if you didn't have that expertise from the leaders".*
- b. Without enough Facilitators, participants will not receive the amount of coaching and guidance needed to develop their self-care plan; *"to be scalable, you would need to have the right people"; "...facilitators that are invested in this type of work in order for this course to be successful and to really make a difference for people".*
- c. Facilitators will need to be trained to handle a participant's emotional crisis, and/or a medical emergency; *"... trained people in amongst the facilitators to have mental health First Aid ...".*
- d. *"if we're looking to scale this program more broadly within the community, we're going to need to make sure we have well educated, knowledgeable, passionate leaders and facilitators to ensure the implementation of the curriculum (is of high quality)".*

2. Promoting the NWJ Workshops is a prerequisite to getting good attendance at the Workshops.

- a. The cost is low in comparison to the social impact the NWJ Workshops delivered; *"low cost to (deliver) a high social impact". "...the materials and most of the time and effort is through the*

people giving their time to support the participants and lead the curriculum...the value of what comes out of this course is so much more than that...I think it can be very sustainable”.

- b. Staff need to own the overall management of the NWJ Program to ensure high quality delivery and sustainability. *“... there can't be one person running (leading) the program alone. Other people have to be able to do it”.*
- c. Volunteers can act as Facilitators, providing they are well trained and competent (as discussed previously). *“Facilitators went through the process, they learnt everything and now they are helping with the teaching aspect of it”.*
- d. Utilizing multiple communication channels is needed to promote the Workshops. However, there may come a time when the demand is greater than we can manage. Two events during the year would be manageable, but the number of events may need to increase to prevent long waiting lists. *“The more we promote the event and people hear about its success, then the frequency of the events will need to increase”.*
- e. If we're looking to scale this program more broadly within the community, we're going to need to make sure we have well educated, knowledgeable, passionate leaders and facilitators to ensure the implementation of the curriculum.

7. SUSTAINABLE CONCLUSIONS

GOAL #7: To identify the determinants of a **SUSTAINABLE** Navigating Your Wellness Journey Program going forward.

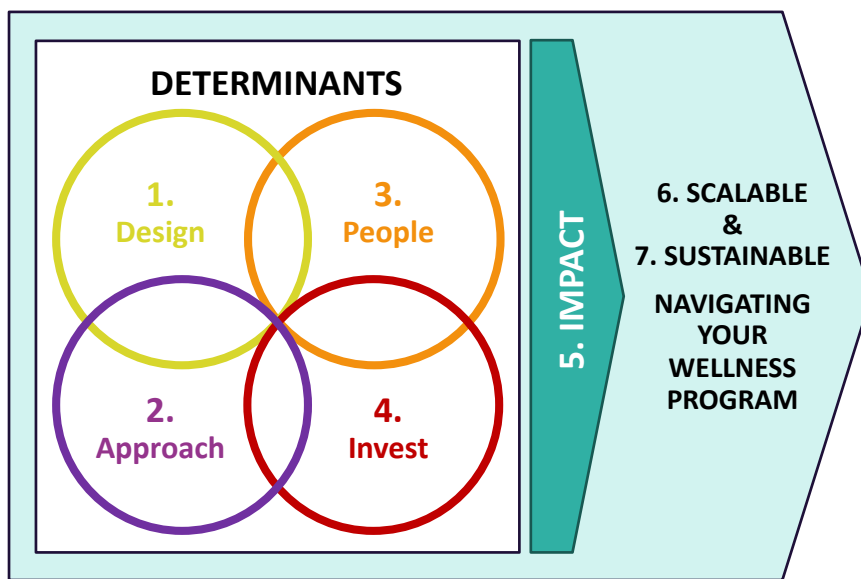
- 1. The NWJ Leadership Team has a high degree of confidence that the NWJ Program is sustainable.**
 - a. The perception is that the NWJ Program will be sustainable; feedback from Leadership, Staff, Facilitators and Participants was high; *“Feedback was very positive”.*
- 2. Implementing an outreach approach to delivering NWJ could promote greater sustainability of the Program.**
 - a. Outreach options could include: Niagara Secondary School, Niagara housing developments, community living agencies, churches, Brock Wellness Centre, etc.; *“... (outreach) is one way that we can have a bigger impact with less demand on our resources”.*
 - b. Training individuals from these organizations to deliver future outreach sessions would also increase sustainability by decreasing the demand on GBF staff and volunteers. *“... they (learn how) to do it and then let them (deliver it there)”.*
- 3. Providing the NWJ Workshops online could provide another option for promoting sustainability of the Program.**
 - a. Delivering the program online would enable a greater number of people to attend. However, modifications to enable small-group discussions would need to be made, along with screening applicants to determine their technical capabilities to participate online. *“...you could have an online general session ... that provides an overview, but then you could organize individual Zoom calls for a facilitator with maybe two or three people.”*
- 4. Developing smaller group sessions focused on a particular type of individual, or a specific wellness need, could be a manageable way of delivering the NWJ Program.**
 - a. Offering a single workshop session for a smaller group of individuals (e.g., new moms, or older adults) focused on a specific wellness need (e.g., mental health, heart disease), may be more sustainable. It could be held in a smaller meeting room and would require fewer Facilitators; *“...*

completely separate different (similar groups of individuals) to go in more in-depth (and deliver) more knowledge”.

5. Providing a follow-up reunion for all participants could provide a social event, as well as an opportunity to hear from attendees how they think the NWJ Program could be more sustainable for them and for GBF in the future.

- a. A separate social event following the conclusion of the Workshops would have multiple benefits. It would allow participants to get together in a more relaxing environment. This would be conducive to learning how we can make the Program more sustainable going forward. *“...maybe (have) an hour social where we either bring a light dinner or light lunch and have a social aspect, which essentially is everyday talk”.*

Concluding Summary



In summary, project conclusions demonstrated that four key determinants are critical to successfully implementing the NWJ Program. The Program needs to: 1) be well designed; 2) apply an effective implementation approach and toolkit; 3) involve skilled and competent instructors and facilitators, plus 4) invest the time and effort needed to support participants as they practice self-care to reach the wellness goals that matter to them.

The Project Team’s ability to effectively address the four determinants (i.e., Design, Approach, People, and Investment), ensured that the people involved in the NWJ Pilot Projects experienced a positive impact. It is apparent that the social value that was achieved from the two pilot projects, far outweighed the level of investment that was made.

The perception of the Project Team is that the NWJ Program is both scalable and sustainable, providing the recommendations that are discussed below are implemented.

Recommendations

Based on the extensive evaluation of the two pilot projects, there is compelling evidence to recommend continuation of the NWJ Program in 2024. However, to support scaling up the Program, and to ensure Program sustainability going forward, the Project Team recommends the following:

- Disseminate the NWJ Pilot Project Final Report through various distribution channels (e.g., GBF’s website, partner mailing lists, conference presentations, etc.) to demonstrate the value of the NWJ Program.

- Prepare an article summarizing the outcome of the NWJ Pilot Project and its impact on enabling people to practice self-care.
- Create and implement a speaker event about the NWJ Program that would be conducted one month prior to the Workshop Series to increase awareness and interest in attending the Workshops.
- Increase the number of trained, competent Facilitators to support and coach participants.
- Expand the NWJ Program through outreach into the community. Create a distributed implementation approach in which one instructor and one to two Facilitators would visit community facilities to deliver the NWJ Workshop Series.
- Target GBF clients and people referred to GBF to participate in the NWJ Workshops.
- Increase the number of community wellness service providers to support people as they travel along their wellness journey.

Sponsor Support Going Forward for the NWJ Program

Potential sponsors will be approached in 2024 to gain their support for scaling and sustaining the NWJ Program going forward. Without their support, GBF will not be able to scale up the Program to address community wellness challenges and support people to practice self-care.

E. APPENDIX A: Pilot 1 & 2 Quantitative Data

Pilot 1 Workshops 1 to 4 Quantitative Data

Navigating Your Wellness Journey Workshop Series (NWJ) Pilot 1 - Workshop 1						
Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. The wellness promotion framework makes sense & I have a much better understanding of what wellness promotion is about	1	3	13	6%	18%	76%
2. GBF's community wellbess preinciples are relevant and appropriate; I feel they could effectively guide the implementation of this project	0	4	13	0%	24%	76%
3. I like the concept of wellness self-management (Care); this is something that I would like to lean how to implement.	0	2	15	0%	12%	88%
4. Based on my current understanding, the NWJ implenmentation approach seems doable.	0	4	13	0%	24%	76%
5. I'm inspired and look forward to starting my wellness journey	1	1	15	6%	6%	88%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	1	0	16	6%	0%	94%
2. Everyone was friendly and trested me with respect	0	2	15	0%	12%	88%
3. The event had a positive impact on me	1	0	16	6%	0%	94%
4. In general, I enjoyed myself today and had fun	1	0	16	6%	0%	94%
NWJ Pilot 1 - Workshop 2						
Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. I understand the important things that I need to know before I start my wellness journey	0	5	15	0%	25%	75%
2. The statement in the Wellness Self-Assessment toola re relevant and easy to understand *	1	3	15	5%	16%	79%
3. The instructions for the Wellnes Self-Assessment tool were clear and the tool was easy to complete **	1	7	10	6%	39%	56%
4. The priorities selection approach was worth the effort it took to complete all the steps. It helped me identify appropriate and feasible priorities	0	1	19	0%	5%	95%
5. I feel I now know my perception of my current state of wellness plus what my wellbess priorities are	0	3	17	0%	15%	85%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	1	0	19	5%	0%	95%
2. Everyone was friendly and trested me with respect	0	1	19	0%	5%	95%
3. The event had a positive impact on me	1	1	18	5%	5%	90%
4. In general, I enjoyed myself today and had fun	1	2	17	5%	10%	85%
* 1 Participants did not fill out rating. Out of 19; * ** 2 Participants did not fill out rating. Out of 18						

NWJ Pilot 1 - Workshop 3

Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. I understand what the difference is between a long term goal and short term objectives	0	1	19	0%	5%	95%
2. The instructions for the Wellness Journey Mapping Worksheet were easy to understand. The worksheet was easy to complete	0	6	14	0%	30%	70%
3. The SMART approach to reviewing and refining my goals and objectives was easy to understand and use	0	3	17	0%	15%	85%
4. I think my goals and objectives are now SMART (specific, measurable, achievable, realistic, and timely)	0	4	16	0%	20%	80%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	0	1	19	0%	5%	95%
2. Everyone was friendly and treated me with respect	0	0	20	0%	0%	100%
3. The event had a positive impact on me	0	0	20	0%	0%	100%
4. In general, I enjoyed myself today and had fun *	0	0	19	0%	0%	100%
* 1 Participant did not fill out rating. Out of 19						

NWJ Pilot 1 - Workshop 4

Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. The tips for staying on track are very relevant and will be a good thing for me to reflect on as I proceed on my wellness journey	0	3	15	0%	17%	83%
2. The tips for getting back on track are very relevant and will be a good thing for me to reflect on if I lose my way. *	0	2	15	0%	12%	88%
3. The instructions on how to keep my journal are clear and easy to understand	0	0	18	0%	0%	100%
4. The journal writing exercise was helpful. I now know how to make entries in my journal about my wellness journey.	0	1	17	0%	6%	94%
5. I understand that I should reach out for help if I need and that there are organizations out there than can provide a helping hand.	0	2	16	0%	11%	89%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	0	0	18	0%	0%	100%
2. Everyone was friendly and treated me with respect	0	0	18	0%	0%	100%
3. The event had a positive impact on me	0	1	17	0%	6%	94%
4. In general, I enjoyed myself today and had fun**	0	2	15	0%	12%	88%
* 1 Participant did not fill out rating. Out of 17; ** 1 Participant did not fill out rating. Out fo 17						

Pilot 2 Workshops 1 to 4 Quantitative Data

Navigating Your Wellness Journey Workshop Series (NWJ) Pilot 2 - Workshop 1

Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. The wellness promotion framework makes sense & I have a much better understanding of what wellness promotion is about	0	0	12	0%	0%	100%
2. GBF's community wellbess preinciples are relevant and appropriate; I feel they could effectively guide the implementation of this project	0	0	12	0%	0%	100%
3. I like the concept of wellness self-management (Care); this is something that I would like to lean how to implement.	0	0	12	0%	0%	100%
4. Based on my current understanding, the NWJ implemmentation approach seems doable.	0	0	12	0%	0%	100%
5. I'm inspired and look forward to starting my wellness journey	0	0	12	0%	0%	100%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	0	0	12	0%	0%	100%
2. Everyone was friendly and trested me with respect	0	0	12	0%	0%	100%
3. The event had a positive impact on me	0	0	12	0%	0%	100%
4. In general, I enjoyed myself today and had fun	0	0	12	0%	0%	100%

NWJ Pilot 2 - Workshop 2

Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. I understand the important things that I need to know before I start my wellness journey	0	2	12	0%	14%	86%
2. The statement in the Wellness Self-Assessment toola re relevant and easy to understand	0	2	12	0%	14%	86%
3. The instructions for the Wellnes Self-Assessment tool were clear and the tool was easy to complete	0	2	12	0%	14%	86%
4. The priorities selection approach was worth the effort it took to complete all the steps. It helped me identify appropriate and feasible priorities	0	0	14	0%	0%	100%
5. I feel I now know my perception of my current state of wellness plus what my wellbess priorities are	0	1	13	0%	7%	93%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	0	0	14	0%	0%	100%
2. Everyone was friendly and trested me with respect	0	0	14	0%	0%	100%
3. The event had a positive impact on me	0	0	14	0%	0%	100%
4. In general, I enjoyed myself today and had fun	0	1	13	0%	7%	93%

NWJ Pilot 2 - Workshop 3

Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. I understand what the difference is between a long term goal and short term objectives	0	0.5	10.5	0%	5%	95%
2. The instructions for the Wellness Journey Mapping Worksheet were easy to understand. The worksheet was easy to complete	0	0.5	10.5	0%	5%	95%
3. The SMART approach to reviewing and refining my goals and objectives was easy to understand and use	0	0	11	0%	0%	100%
4. I think my goals and objectives are now SMART (specific, measurable, achievable, realistic, and timely)	0	0	11	0%	0%	100%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	0	0	11	0%	0%	100%
2. Everyone was friendly and treated me with respect	0	0	11	0%	0%	100%
3. The event had a positive impact on me	0	0	11	0%	0%	100%
4. In general, I enjoyed myself today and had fun	0	0	11	0%	0%	100%

NWJ Pilot 2 - Workshop 4

Workshop Objective Statement	Disagree	Partially Agree	Agree	Disagree	Partially Agree	Agree
1. The tips for staying on track are very relevant and will be a good thing for me to reflect on as I proceed on my wellness journey	0	0	9	0%	0%	100%
2. The tips for getting back on track are very relevant and will be a good thing for me to reflect on if I lose my way.	0	0	9	0%	0%	100%
3. The instructions on how to keep my journal are clear and easy to understand	0	0	9	0%	0%	100%
4. The journal writing exercise was helpful. I now know how to make entries in my journal about my wellness journey.	0	1	8	0%	11%	89%
5. I understand that I should reach out for help if I need and that there are organizations out there that can provide a helping hand.	0	0	9	0%	0%	100%
General Evaluation Statement	Not At All	Somewhat	Very Much	Not At All	Somewhat	Very Much
1. I was made to feel welcome today	0	0	9	0%	0%	100%
2. Everyone was friendly and treated me with respect	0	0	9	0%	0%	100%
3. The event had a positive impact on me	0	0	9	0%	0%	100%
4. In general, I enjoyed myself today and had fun	0	0	9	0%	0%	100%

F. APPENDIX B: Exhaustive Summary Analysis of Evaluation Questionnaire Comments

The following tables provide an exhaustive summary of the four determinant themes, findings, and quotes from the four Workshop Evaluation Tools that were administered at the conclusion of each workshop. In addition, impact themes, findings, plus quotes, are also summarized.

Themes	1. DESIGN Findings	Quotes
Wellness Promotion Framework	Providing definitions and determinants for the four categories of wellness, i.e., physical, mental, social, and environments) increased participants' awareness of wellness.	The 4 categories (of the Wellness Promotion Framework) make sense ... they thought it was easy to understand". (I now have a) <i>"very strong understanding of what wellness is"</i> .
Methodology Design	Building on the methods of Asset Based Practice and Social Prescribing to design the Navigating Your Wellness (NWJ) Program has created a unique, comprehensive methodology to support the continuous practice of Self-Care throughout your life.	<i>"It (NWJ methodology) can be continuous for life".</i> <i>"Well developed course".</i> <i>"The course was put together very well".</i>
Workshop Design	Distributing the content, tools, and instructions into four workshops provided a step-by-step structured process for learning how to practice self-care. This was reinforced with specific examples to make it easily understood.	<i>"The layout is easy to understand".</i> <i>"Content reviewed is/can be complex, (but also) meaningful".</i>
SMART Objective Design	Using the SMART approach enabled participants to ensure wellness goals and objectives were Specific, Measurable, Achievable, Relevant, and Timely.	<i>"Smart is an amazing tool ... and helps break (the process) down to 5 steps".</i> <i>"Smart goals are great".</i>
Resources & Tools	Providing information resources and detailed instructions for each of the tools supported the learning process. Participants found the resources and tools of value. Most were quick to learn how to apply them, while a few took more time and additional coaching to use them.	<i>"(Instructions) helped ensure tools were understood; combined with important components to this course".</i> <i>"Resources were helpful". "I am very familiar with the material reviewed". "Problem was with me, not the material".</i>

Evaluation	Workshops started with identifying objectives and ended with participants completing the evaluation tool to determine if they were achieved. This supported improvement of the Workshops from Pilot 1 to 2. The Share Your Story tool enabled participants to identify how the Workshops impacted them.	Without application of the evaluation tools, we wouldn't have the data to demonstrate the social value of the NWJ Workshop Series for the investment that was made.
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Themes	2. APPROACH Findings	Quotes
Participant Engagement	Applying various learning techniques engaged participants and created a comfortable environment for learning, e.g., using ice-breaker techniques; having multiple skilled presenters delivering the content, and Presenters sharing their personal struggles with promoting wellness.	<i>"Introduction of everyone was great". "I thought it worked really well to have several people deliver the presentations".</i>
NWJ Binder	Having the binder content, tools and instructions organized by each of the 4 workshops simplified the teaching and implementation process.	<i>"The binder was amazing. Easy to read (and) complete. Everything was organized – easy to understand".</i>
Implementation process	Selecting one priority long term goal with a few implementation objectives supports learning the "how-to" process, which can then be repeated for other wellness improvement areas in the future.	<i>"Strive to do one thing at a time". "Selecting 1 priority area will make the work effort ... more manageable".</i>

Themes	3. PEOPLE Findings	Quotes
Leadership	<p>The Leadership Team ensured that they consistently spoke about the program, content and tools using the same terms and descriptions to prevent confusing participants.</p> <p>Sharing personal experiences and challenges about promoting wellness emphasized that embarking on a wellness journey won't be perfect – they will inevitably be some setbacks.</p>	<p><i>"Both(the President and Programs Director) ... (provided) consistent, articulate messages clearly every time.</i></p> <p><i>By letting participants know about how "I regularly got off track but always got back on the road to my destination".</i></p>

Facilitators	<p>Facilitators played a key role in trialing the Workshop materials and tools to ensure that they were appropriate and easy to use. This experience also supported their learning needs to coach and effectively support participants.</p> <p>Facilitators created a safe and comfortable environment to support learning. They had good rapport with participants.</p> <p>The Facilitators role was to support participants to choose wellness priorities that mattered to them. They did not tell them what they should do, but rather, they taught them how to make informed decisions.</p>	<p>After “reviewing the program, it makes more sense”. (Facilitators) “helped make the process more comfortable and user-friendly”. “Facilitators/participants are becoming more comfortable with each other and surprisingly shared personal info about themselves”.</p> <p>“Glad to see/have Facilitators help clarifications”. (Facilitators) “are beautiful, caring, so kind, and make me feel welcome with their compassion and kindness”.</p>
Participants	<p>The participants in the second pilot were very motivated and passionate. They were very engaged and shared their personal experiences with the others at their table.</p> <p>Participants were willing and able to complete the tools, even though they were somewhat complex; this was primarily due to the non-judgemental encouragement that the Facilitators provided.</p>	<p>“This is a very motivated group and eager to work on being well”. “Nice to see Participants were engaged, comfortable to share own thoughts”.</p> <p>“Participants were willing to complete them (tools), however, they would not have been able to do so without the help of very competent Facilitators”.</p>

Themes	4. INVESTMENT Findings	Quotes
Leadership Effort	Effort/work required by Leadership to design and finalize the high quality NWJ Workshop Series approach and tools.	<p>“It took 4 versions, 2 preliminary trials and a final workshop with the Facilitators to finalize them”.</p> <p>“A very well-developed course”.</p> <p>“Lots of hard work and hours and hours, as it shows”.</p>
Testing the Methods and Tools	Effort required by Leaders to trial NWJ Workshop Series approach and tools with Facilitators during two pilots.	“Great idea to have Facilitators go through beforehand”.
Facilitator Training	Effort required to teach Facilitators what they need to know about wellness promotion and to train Facilitators on how to competently apply the NWJ tools and effectively support Participants.	“Glad Facilitators were given advanced guidance, as it was definitely needed”.
Participants’ Time	Effort and time it took to learn how to apply the NWJ approach and tools.	“It just (took) me a little time to get me into action”.

Financial Investment	Pay for all the supplies needed to create the NWJ binders provided for all Facilitators and Participants, plus administer the workshops.	Was less than the budget of \$3,000.
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Themes	5. Concurrent IMPACT Findings & Quotes
Leadership	Participants congratulated the leadership on their awards for the wellness work they do in the community; <i>"Keep being the highest in this community"</i> .
Facilitators	Facilitators perceived Workshop 4 (Travelling) to be <i>"... the easiest to deliver; the content was very basic, and I was concerned participants would be bored, but this was not the case"</i> .
Participants	<p>Participants expressed the impact from the NWJ Workshop Series as follows:</p> <p>Increased Awareness:</p> <ul style="list-style-type: none"> a. <i>"Made me aware of all the help there is for us that need it"</i>. b. <i>"Aware that help is there"</i>. c. <i>"I learned a great deal of knowledge about resources in Grimsby"</i>. <p>Goal Setting & Achievement:</p> <ul style="list-style-type: none"> d. <i>"I have become motivated to reach my goals and objectives"</i>. <p>Social Interaction:</p> <ul style="list-style-type: none"> e. <i>"I enjoyed interacting with others"</i>. f. <i>"I gained so much satisfaction and joy from (everyone's) kind words"</i>. <p>Personal Growth:</p> <ul style="list-style-type: none"> g. <i>"I took the course to find myself again: wellness. Wanted to find myself and feel happy of my accomplishments, empower my feelings and be grateful again"</i>. h. <i>(The workshops have enabled me to) "learn and grow"</i>. i. <i>"Lots of learning ahead"</i>. j. <i>"I feel confident in the specific area I want to improve"</i>. k. <i>"I have learned techniques on how to deal with my challenges. Some of my resiliency was not visualizing my worth"</i>. l. <i>I didn't realize that (there were) 4 different aspects (of wellness) that affect us"</i>. m. <i>"Before I came I had a challenge I needed to address but was not dealing with it (now I can) watch where my thoughts go during the day ... more on the positive side"</i>. <p>Value of NWJ Workshop Series:</p> <ul style="list-style-type: none"> n. <i>"This course has made me aware of my surroundings and how I am feeling. My mental well-being has improved. I'm not frustrated by the end of the day. Life is good. I am achieving positive goals and outlook for tomorrow. My family and I have value"</i>.

	<p>o. <i>"The workshops have helped me gain a stronger understanding about wellness (and) and how to set achievable goals to better myself. The course allowed me to self-reflect and learn helpful tips to remain on my (wellness) journey and be successful".</i></p> <p>p. <i>"1) I know (what) I need to do, 2) I will now start (my journey), and 3) I will be better off (improve my wellness)".</i></p> <p>q. <i>"I feel this course will not only benefit me personally, but (make me a better fit to be a useful volunteer".</i></p> <p>r. <i>"I'm not alone in my journey. My feelings matter. I've been introduced to other avenues of resources. The group supports my objectives going forward".</i></p> <p>s. <i>"I feel like I have achieved my personal (wellness) goal".</i></p> <p>Enabling Informed Personal Choices:</p> <p>t. <i>"This workshop has forced me to set a goal and a method for achieving MY goals (the ones that matters to me)".</i></p> <p>u. <i>"Today's session incorporated mindfulness, self-reflection and learning how to make informed choices".</i></p> <p>v. <i>"It's made me think on how to begin!".</i></p> <p>Self-Care:</p> <p>w. <i>(NWJ) "helped me realize that I should also self-care and ensure I have time (to be well).</i></p> <p>x. <i>(NWJ made me) "become mindful of my own wellness/ health (and) how to better myself".</i></p> <p>y. <i>"This course gave me the confidence/courage I need to practice self-care".</i></p>
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G. APPENDIX C: Exhaustive Summary Analysis of Retrospective Leadership Interview Data

1. DESIGN Transcribed Relevant Comments & Quotes

QUESTION #1: To what extent do you feel knowledge and awareness of wellness promotion has been increased, and how would you describe the **DESIGN of the NWJ methodology and Wellness Self-Care Toolkit?**

President:

- Everyone has been **exposed to the wellness framework** ... they've **responded really positively** to the four (wellness) categories (physical, mental, social, and environmental wellness).
- By going through and teaching them about it, we have increased the (number of) people that (attended) the workshops ... every one of those people has been exposed to the wellness framework. I think that **wellness promotion is definitely something (they now) know (about)**.
- GBF has significantly **increased a lot of people's knowledge**, not just **for the people that have come to NWJ, but anyone that has come to our events** ... by ... displaying large graphics of the wellness promotion framework on the communication board and (by speaking) about the framework as part of orientation at almost every event during the last three years. We talked about “what is it (wellness) and how can you promote it” ... at ... annual general meetings, wellness and community program launches, pilot projects, courses, speaker events, social connections events. At all of these (events), everyone always heard about what wellness promotion is.
- We've also done a lot of advertising ... on social media our website and newspapers, and through posters.
- We've also oriented facilitators, staff, directors, and even volunteers ... because everything we do is based on this framework.
- The **workshop series (methodology) was designed intentionally focused on the creation of a framework that would be relevant, simple to understand, and meaningful**.
- It was designed... (to **help people**) ... **figure out what they personally wanted to fix and how they were going to fix it** ... and ... act as a guide for implementing both our client and community wellness initiatives.
- The **design has evolved** ... it was first tested by a number of stakeholders initially ... and improved to the point that ... the design used for the second NWJ pilot was much better than the first pilot. The design is **...more structured, step by step, with detailed descriptions and instructions**.
- The toolkit is intended to **enable people to make their own informed choices**. It's not something where somebody prescribes something to you ... what you should fix and do. This is their choice. **“It's all about freedom to decide what's best for you”**.
- (By doing) one step and then another step and another step ... you will **build confidence and eventually get to where you want to go** (your wellness destination).
- To do it right, you **have to learn a whole bunch of things**, and learning is something that you **can't just do by reading words**. You really **need to experience it**, and you need a coach to help you through it. **“You need someone to show you how to do it”**.
- The NWJ workshop series is something that yes has been **designed to help self-care**, but initially you can't do it by yourself. You have to learn how to do it and then you can go ahead and implement your own goals and objectives and get there (your wellness destination).

CEO:

- The program brought our community together.
- **Brought an awareness** to the community of the resources available to them and (what) this program (is all about).
- (The Program) ... was **clear and concise and it made you think about your circumstance and situation.**
- I think it was very positive.
- For me...it **brought awareness to self-care personally.** It was a wakeup call for me. You “**have to take care of yourself, in order to take care of others**”. “**You need to be your best and if you’re not, then how do you expect to help others**”.
- (Reminded) me (of) **taking time for you and making sure you do things that make you happy.**

Program Director:

- Being a **participant** in this workshop series ... a **facilitator** ... a **leader** ... through all three views, I've been able to get a really strong understanding of what wellness is.
- What I really loved most about it (Wellness Promotion Framework) is that the knowledge was **created on a holistic approach about well-being, you know, environmental, physical, social and mental.** ...broken down into those four categories (provides an) in-depth understanding giving you a holistic approach for each category of wellness.
- Participants got to complete the **wellness assessment tool**, which **created a lot of knowledge** ... they had an overall understanding of wellness. ... **really simple statements** ... for each category to capture how well they are in that specific domain ... **participants were able to understand themselves and how well they were in each category.**
- ... that’s really important because ... they're being able to be more mindful of themselves and really be self-aware, develop some self-awareness of their own, their own wellness and their own care.
- **A lot of thought went into the development and the design of the program, and then how it was going to be implemented ... specifically broke it into four sections (workshops).**
- ... identifying your own wellness and self-care plan ... how are you going to care for yourself. ... how to create short term and long-term goals that are appropriate and feasible ... be able to successfully figure out a plan and how you're going to better yourself in that specific area.
- (While traveling on their journey) ... the individual (can) be successful... by **giving them resources and tips.**
- Structure of the course was really well developed ... was broken down into four sessions... that was really important because you don't want to overwhelm the participants.
- Incorporated ... different learning strategies... (this is important because) not everyone learns the same way.
- Everyone got a **binder, they got the curriculum, they could go back and review it (this reinforced learning).**
- Wellness (**priority identification**) **assessment tool** ... was broken down very clearly ... (**with instructions**) on how they have to use that tool.
- (There were) **resources...video clips... (and) different teaching strategies (to support them with developing their plan).**
- Participants... had a strong understanding of wellness, (they identified) what their wellness priority was, and then how are you going to do it (travel on their wellness journey to their destination)?

2. APPROACH Transcribed Relevant Comments & Quotes

QUESTION #3: What is it about the **APPROACH that worked well, and what would you do differently in the future?**

President:

- The **methodology** is designed in a way to be **structured ... is manageable ... less overwhelming** than if they had gone off to some kind of lecture and suddenly (tried) to do something themselves.
- There will always be some people who just don't understand and whether or not it's because they can't comprehend it or that there's resistance and they're not prepared to look at themselves honestly and say, what should I work on? We have to accept the fact that it's a personal decision (and that's OK).
- **Providing training for the facilitators and having them use the tools themselves ahead of time really did provide them the knowledge and skills that they needed to support other participants** during the workshops.
- I'd like to **have a follow up session**. This **would let us (identify) longer term impacts** rather than, (what we collect) during the last four weeks, here's the impact that it's had on me based on what I've learned. But how did it change your life? How did it change your wellbeing? That's what I'd really like to know, and I can't get that by week four, I have to wait for anywhere two to six months.
- I'd prefer to **do it at two months**. (That way) if they're struggling with doing it, I need to figure out why, so that they can get back on track. (Plus ask them) **in six months**, would you be willing if I sent you a **questionnaire** to answer it? Because I would like **to know what kind of progress you're making**.
- (We need to) find a way to **connect with all the participants to keep them motivated** and give them an **opportunity to voice their concerns and ask questions**.
- Having **recurring follow-up sessions**, and maybe after that some kind of an **annual alumni fun event** celebrating wellbeing where everybody who's ever been in the course can get invited. **It's like a reunion**. They come back, you meet people you remember, you talk about things, and you express your thoughts, and that's a **data collection opportunity**.
- (We could also try to implement) a **share your story** kind of workshop series and hold it online.

CEO:

- **Four weeks is a good time span** for individuals to participate as **"it's not too long but it's not too short"**. ... **opportunity to really dig deep**. and listen to others' experiences.
- She (President) did a **beautiful job with resources and the mapping piece**...it is a **tool that people can walk away with and start to think about**.
- Resources... are available in my community.
- I would want to see changed, is that **there needs to be more follow up**.
- See consideration moving forward so that we **bring (participants) back at some point to see how it's going; how are you doing**.
- Ability to check in to **see if they are continuing with it**.
- The accountability is really on just you right. Maybe you'd be a little more accountable if you knew at some point your
- coming back to talk about (your progress).

- I think it **would be nice to bring the group back at some point as a check in.**
- It brought a **lot of discussion at the tables**, and It was positive, **people were not afraid to share.** (When) one person shared ... then others would (also) share how they were feeling.

Program Director:

- Making sure the **facilitators had a training session and felt comfortable in their role** having that **curriculum binder** developed.
- **Group setting** as a whole **was really great...** they could **open up and share to a group**, but then also having a smaller table setting is good because they **have no more than a 1 to 2 ratio of support.**
- If they wanted to talk about more personal concerns, and they really could if they **felt that rapport with their facilitator.**
- Do the **Wellness (priority) assessment tool ... pretty detailed tool; did it step-by-step and took breaks after each step.**
- Participants had **time to converse with their facilitator** and actually **have time to do each section properly** and give it some thought.
- **Helpful for individuals to really think about how to rate their wellness, also what is the area they want to focus on and then how are they going to do it?**
- She (President) was the lead of the curriculum, but then there were facilitators to really support participants along the way to help make those individuals feel more comfortable ... answer questions ... provide support.

3. PEOPLE Transcribed Relevant Comments & Quotes

QUESTION #4: How did PEOPLE (i.e., leaders, facilitators, advisors, and students) contribute to the success of the NWJ workshops?

President:

- **Many people have been involved** from the beginning. **Subject matter experts beyond Grimsby** participated in interviews ... they **helped design the model (i.e., the first version of the methodology) and the toolkit.** I had three of them come back and validate my thinking ... it worked out really well.
- **GBF staff ... learned how to use all of the materials and tools ...** that knowledge transfer has been occurring right from the beginning; the **transfer of knowledge and skills is something that's going on all the time.**
- The **GBF Board of Directors have been providing executive support** for the initiative and **providing financial support.** I've (President has) **done many orientations.**
- **"Everyone needs to understand that (wellness and self-care) is what we're trying to accomplish".**

CEO:

- **Facilitators went through the process, they learnt everything and now they are helping with the teaching aspect of it.**
- **Communication is important ...** The more people are involved (in the NWJ workshops), **"the more conversation (you'll have about wellness) in your community.**

- **“I was a facilitator, and I was one of the individuals (a participant) that attended the workshops, and it was fabulous”.**

Program Director:

- The whole **program is really about people**, and I would say that overall, **it's about your openness to learn and develop oneself, the support of others, and willing to share and to be open minded to other people's suggestions or beliefs, but then also being open minded to yourself.**
- When you're actually going through the wellness assessment ... you're asking yourself these specific questions in each category. You've got to be honest with yourself...**if you're answering that honestly, then you're going to have a lot of impact and see a lot of great results by doing the assessment and then developing your plan .**
- (The **self-assessment process**) is about **creating self-awareness** for one, and, **having autonomy to really take control of what it is you want to do to help yourself and, to be better.**
- It really does come down to **people in all areas...the leader communicating the curriculum and the facilitators creating that environment, and a supportive environment to help people along the way as they're doing their tools and their self-care plan.**
- Doing **data collection...it's all extremely important to show the impact of this program. And for it to be successful.**

4. INVESTMENT Transcribed Relevant Comments & Quotes

QUESTION #5: What **INVESTMENT did you make in time, effort, and cost (e.g., promotion, materials, etc.) to pilot the NWJ workshops?**

President:

- I (President) personally have spent an **extensive amount of time during the last two years to research, design and implement the Navigating Your Wellness Workshop series.** I volunteered over a thousand hours of time, but actually I didn't regret it a bit. It has been personally **very rewarding and satisfying** for me to be able to take my knowledge and skills and create something that now seems to be providing a really positive outcome.
- (Monetary) Investment was actually minimal. We had a **budget of \$3,000** for all the supplies and everything ... But I **don't believe that we spent all of the money.**
- This **investment is nothing compared to the social value that has been realized** by the people that attended. **“I think we can definitely say that we got a big bang for the buck”.**

CEO:

- Approximately **\$3,000 was our budget** for the program, the participants got a **binder**, they got **resources that they can bring each week and bring home with them**, which I think is important. If you're stuck you **can go back to the binder.**
- **Cost is very much minimal (in comparison) to the impact that it had on individuals; it also brings a little bit more importance to the program.**
- People **learn a little differently if they can take the resources home.**
- We tried to promote it in a vast variety of areas.

- If there are care givers or doctors that are seeing **patients that are depressed, suffering from anxiety, and feeling isolated**, this would be a **perfect thing for them to participate in**. see IMPACT.
- I'm seeing individuals coming in and **hitting many of the programs now**, so, they're **grasping at everything that is available to them to try to make their life better** and I think that is good.
- Men (also) participated.
- **Facilitators went through the process**(i.e., trialing the tools), **they learnt everything and now they are helping with the teaching aspect of it**.

Program Director:

- A lot of the investment was the time (spent by) ... individuals involved in the design and the implementation of the program, development of the curriculum, and the time to make sure...facilitators were well trained and learning to take on the role.
- **Leadership with learning the curriculum ... (and) attending workshops.**
- ... the real true investment was for the facilitators.
- This **program is actually really helping individuals to develop a self-care plan.**
- **(President) is completely invested ... she developed the curriculum.**
- **Facilitators have gone through it (the workshops), and they can see that this actually works, is successful, (and) is helpful, then you're more engaged to really help the other participants be well, because you want to help them.**
- Help them be successful and **identify what is their priority; How are we going to do this? How are you going to achieve your goal?**
- It's (about) your investment in believing that this program is successful and that you're really helping someone to get better and to care for themselves.

5. IMPACT Transcribed Relevant Comments & Quotes

QUESTION #6: What value (i.e., **SOCIAL IMPACT) do you feel was realized by participants and facilitators from attending the NWJ workshops?**

President:

- Success is **being able to make informed choices about wellness priorities that are appropriate and feasible to implement.**
- **Building trusting relationships with wellness facilitators ... was important ...facilitators helped them through everything.**
- **Facilitators don't judge people; they make them feel welcome ... build confidence and inspire (participants) to practice self-care.** "I really do feel I could do it, and I've already got my second priority already lined up that I want to work on".
- **Friendships** are being developed ... and participants are ... **able to speak about their wellness challenges without feeling like they're judged or dictated to.**
- (An example of social impact) is when they start talking and hearing other people express some of the challenges they have in life, then all of a sudden, they're thinking – **hey, maybe I'm not so bad after all, I'm not a loser. I'm like other people and I have to work on this.**

CEO:

- It had a positive (impact)...it **brought awareness to individuals**. Awareness to why they might have been feeling.
- Questionnaires and self-assessments that were filled out.
- Could **see and hear conversation among the participants**.
- **I am not the only one having difficulty right now.**
- Some of them were there to try and find a **resource to help them emotionally and get them out of the isolation of not being with others.**
- If there are **care givers or doctors that are seeing patients that are depressed, suffering from anxiety, and feeling isolated, this would be a perfect thing for them to participate in.**

Program Director:

- (Program Director experienced) multiple levels of social impact. Implemented this twice... first time was very different than the second.
- (Type of impact) depends on the ... type of participant.
- (It was the) **Second round for many of the Facilitators**. (This resulted in them being) much more comfortable and competent and confident in what their role was.
- (A Facilitator's role involved):
 - **making someone feel empowered and giving them autonomy over themselves;**
 - **ability to do the tools, become more mindful** of their wellness;
 - (identify) **areas that they really want to focus on** and then **empowering them on how are you going to do that?;**
 - teaching them how they can really **take control over their own wellness** and **help them develop a plan to make that happen**, and
 - make sure that the **environment, the space, was comfortable...** and **non-judgmental...** participants really **felt free to share.**
- A lot of people were sharing some pretty personal and deep issues ... **looking really for some help in how they can make it better.**
- **Here to support them... guide them in the right way... give them some resources and referrals that they could use during their journey... working on their priority... area that they're wanting to improve.**

6. SCALABLE Transcribed Relevant Comments & Quotes

QUESTION #7: What are the risks that need to be managed for the NWJ Program to be SCALABLE?

President:

- For the NWJ (workshop series) to be scaled up, we obviously **have to have sufficient numbers of facilitators ... to provide the support needed during a workshop ...** that is very much needed.
- **We need to advertise and (spread the word)** more because for some sessions we didn't have the number of participants that we wanted. We had room in some classes for more people ... this could have been because we didn't advertise enough in the summer. There wasn't as much promotion (and it

impacted attendance). **"We have to really be on top of getting out there and reaching out to people so that they come".**

- The only thing with that is that it's a two-edged sword. **The more we promote the event and people hear about its success**, then the **frequency of the events will need to be increased, because we don't want long waiting lists**. My concern is that the demand is going to be greater than we can handle at some point ... this (could be) because all of our events are, free. People will learn that, hey, I can go to that (event for free, rather than pay for it somewhere else).

CEO:

- Offering it **twice a year**. Offer it...**more if we had the staff and compliment to be able to do that and the resource of volunteers**. Could see a **waiting list**.
- Facilitators who are delivering this need to have a strong background knowing that **someone might disclose at one of the sessions that really struggling immensely**.
- Try to make sure that there are **trained people there in amongst the facilitators that have mental health, First Aid** and all of that as you can have triggering moments, right.
- **Journaling aspect of it is interesting to hear from individuals**.

Program Director:

- Think in order **to be scalable, you would need to have the right people**.
- The leader needs to be very knowledgeable and passionate about this area and **facilitators that are invested in this type of work in order for this course to be successful and to really make a difference for people**.
- It wouldn't be a very beneficial program if you didn't have that expertise from the leaders and the facilitators and that passion driven behind being well and why it is important.
- **Deliver it through schools ...reach youth and help youth ... new moms...** it could be various people.
- (But) if we're looking to scale this program more broadly within the community, we're going to need to make sure we have well educated, knowledgeable, passionate leaders and facilitators to ensure the implementation of the curriculum. (It is) **communicated to a point where participants are engaged, they're invested in and inspired to better themselves**.

7. SUSTAINABILITY Transcribed Relevant Comments & Quotes

QUESTION #8 To what extent do you feel NWJ will be SUSTAINABLE going forward?

President:

- I'm actually **confident that the NWJ (program) will be sustainable going forward**, however, the proviso is, it **does depend on having sufficient staff and volunteers to support it**. There **can't be the one person who's running (leading) the program alone**. Other people have to be able to do it.
- We have lots of volunteers to support (the NWJ Workshop Series), but the **ownership (of the program) has to be by staff**. A volunteer can't be leading it all the time. Contingency plans for building other people to do it is really critical.
- (We should) **start having an outreach approach ...** where we can deliver this event ... and other events and programs ... by **going out to facilities and doing it there**. (Such as) going to the **new high school ...** and doing a workshop series (there) for students (plus) training teachers and students to then be able to

do it (on their own). By doing it at their facility, (they) won't come to ours – **this will make it more sustainable for us. We (GBF) won't be overwhelmed with cost and demand.**

- **(Other outreach sites could include) Niagara housing developments, community living agencies, churches, etc., (Outreach) is one way that we can have a bigger impact with less demand on our resources.**
- **Brock and McMaster university campuses are also an option.** “Because as a Brock student myself, (I understand) ... this could have a bigger impact. Why not work with (the **Wellness Centre at Brock**) so that **they (learn how) to do it and then let them (deliver it there).**”
- (Another option is to) **do it online** so that everyone can attend. They all can't come in person, but, doing it over Zoom or even Teams (might work). Doing it online **may be difficult (because of) facilitators having to coach people.** You don't want too many people in an online session. (As an alternative approach), you could **have an online general session ... that provides an overview, but then you could organize individual Zoom calls for a facilitator with maybe two or three people.** (Instead, you could use) **Microsoft Teams**, they have breakout rooms ... you can have six breakout rooms with different facilitators and then you can bring them back (to a general session).

CEO:

- (Sustainability is positive since the) **Feedback was very positive.**
- (For participant success) ... a reminder again of the positiveness of making sure that you are in tune with your life and what's happening now, and **if you are having difficulty, this is the road you go on to try and get that back on track.**
- I'm seeing individuals coming in and hitting many of the programs now, so, they're **grasping at everything that is available to them to try to make their life better** and I think that is good.
- **Men participated.**
- **Facilitators went through the process, they learnt everything and now they are helping with the teaching aspect of it.**
- Maybe at the end of the this I would like to **see maybe an hour social where we either bring a light dinner or light lunch and have social aspect which essentially is everyday talk.**

Program Director:

- It would be very sustainable because I feel it is a **low cost to (deliver) a high social impact.**
- For example, **the materials and most of the time and effort is through the people giving their time to support the participants and lead the curriculum...the value of what comes out of this course is so much more than that...I think it can be very sustainable.**
- It's just **finding the right people to make sure that they deliver the curriculum** to the level of standard that (is needed so that) you can really connect with people and that they can believe that, yes, I can work on this, and this is how I can do it, and I am going to be successful.
- **Follow up with the participants** down the road to see, you know, did they achieve their goal. Were these individuals successful in achieving their journey (their destination of what they were trying to work on), or is it something they're still working on? Did they have to take a break, or (what) was most beneficial that came out of this (their participation)?
- The criticalness of the course is that **now they know how to do their own journey, that they can stop and go as they need to**

- As opposed to just an end result... the tools and the strategies that they've learned from this (course), they can apply throughout their ongoing life all the time.
- **Have different workshops... about mental health.** Completely separate different (similar groups of individuals) to go in more in-depth (and deliver) more knowledge. The end goal is different for everyone.
- Maybe consideration that **we do a follow up...session** to get an understanding of how things are going. Did they reach their destination, you know, **did the goals help them implement new tools in their life that are helping them be well on a daily basis.**