

ORIGINAL ARTICLE

DEVELOPMENT OF THE GRACEFUL AGEING MODULE TO INCREASE PSYCHOLOGICAL WELL-BEING AMONGST OLDER ADULTS IN MALAYSIA

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ABSTRACT

Population ageing is a worldwide phenomenon. Interventions to accommodate the needs of the ageing population is essential. This study aims to describe the development of the Graceful Ageing Module, which was designed for older adults aged 60 and above to enable graceful ageing from different positive perspectives. The Graceful Ageing Module was developed based on Sidek's Module Development Model. The basis for developing this module was based on previous intervention studies designed for older adults, which were identified through previous studies on older adults in Malaysia. The topics in the module consisted of 1. Remembering well; 2. Reconstruction; 3. A better life is in my hands; 4. The grace and strength within me; 5. Psychological well-being; 6. Ageing gracefully, positively and productively; and 7. My social support & networking. This study employed quantitative and qualitative designs. The results showed that the content validity evaluation was conducted by a panel of experts and geriatric participants. Krippendorff's interval alpha was used to determine the content validity based on the panel's feedback. During the content validation stage, the reviewers, consisting of 11 experts, identified the strengths and weaknesses of the module and revisions were made, such as adjusting the duration and content of the module. Krippendorff's interval alpha was 0.98, which indicated a high degree of reliability with almost perfect agreement. In conclusion, the Graceful Ageing Module was found to have high content validity and is ready to be tested amongst older adults in Malaysia. Implications for various stakeholders are discussed.

Keywords: Graceful Ageing Module, psychological well-being, older adults.

INTRODUCTION

In recent years, there has been an increase in the number of older adults worldwide. The population is expected to increase by 2 billion in the next 30 years, from 7.7 billion to 9.7 billion in 2050 (UN Department of Economic and Social Affairs, 2019). Within the country, Malaysia has become a newcomer amongst the ageing population countries. There was an increase of 761,000 people who were aged 65 and above for the past ten years (2010-2019). It was reported that the amount of increase in the population of people aged 65 and above was 6.7% in 2019, with approximately 2,186,100 people aged 65 and above in Malaysia (Department of Statistics Malaysia, 2019) and it will further increase in the future.

Older adults, defined as individuals who are 60 years old and above, may experience life stressors common to all people, but also stressors that are more common in later life, such as significant ongoing loss in capacities, decline in functional ability, bereavement, or a drop in socioeconomic status with retirement (Feldman, 2024). These

unique stressors, especially among older adults, could result in isolation, loneliness, or psychological distress (World Health Organization, 2017). From the positive psychology approach, psychological well-being refers to a global assessment of a person's quality of life about the individual's perception of physical, emotional and social well-being, including cognitive and emotional components (Roopa & Devi, 2014). Psychological well-being is strongly associated with life satisfaction (Ruggeri et al., 2020), positive reminiscence (King et al., 2019), higher physical activity and quality of life (Motamed-Jahromi & Kaveh, 2021)

The Graceful Ageing Programme was designed for older adults aged 60 and above. It aims to assist older adults in looking at ageing gracefully from different positive perspectives. Besides, it aims to improve the physical activity, quality of life, reminiscence functions, life satisfaction and psychological well-being of older adults. The content of the Graceful Ageing Module had been gathered from a wide pool of general scientific studies to specific objectives of the study concerning current issues faced by older adults

from timely research studies and news updates in the present time. The development of the programme is an advantage for those who are interested in assisting older adults by conducting this programme for them.

Problem Statement

There is still a lack of effective modules for facilitators to conduct programmes for older adults in Malaysia. A holistic programme with a well-rounded person is needed to address the gaps in the mental health field amongst practitioners towards intervention with the ageing population. The idea of “successful ageing” had only emerged in the 1980s, and researchers have paid attention to holistic ageing covering biopsychosocial and lifestyle factors of ageing successfully, and this includes social and emotional aspects (Bülow & Söderqvist, 2014). Since then, a number of studies has been carried out to establish intervention modules for healthy ageing among older adults in Malaysia (Amat et al., 2021; Chang et al., 2022). This is important so that families of older adults and facilities that cater to the latter’s needs, such as nursing homes, can provide activities for their healthy ageing. Training may also be provided to equip them to carry out these activities to enhance older adults’ well-being.

The mental health of older adults is important as they are prone to mental health problems due to changes in their life, such as the loss of a loved one, changes in their roles and relationships (Elias, 2021). The modules were developed with empirical support of theories, thorough research studies sufficient and integrated with the needs analysis of the older adult population. For example, a search of literature was used when developing this module.

This module is to fill in the gaps in the field of research, indicating the needs of special training in the form of modules and specific training to educate volunteers and facilitators to understand the nature and special needs of the older adult population (Yusof et al., 2022). These volunteers and facilitators could be from formal caregiving done by nursing homes, government and private day care centres, professional and trained caregivers and informal family caregivers as well, as they have been shown to be a factor influencing older adults’ Quality of Life (Baldelli et al., 2021).

Objectives

The main objective of this study was to develop a Graceful Ageing Programme intervention module that focused on older adults. The specific objectives are: 1. to validate the module by the Malaysian panel of experts (reviewers); and 2. to establish a reliable module ready for facilitators to use.

Many studies focus on the area of successful ageing (Fowler et al., 2015; Galiana et al., 2016), and there is a countable number of studies in the search for graceful ageing. Graceful ageing is meant to explain older adults looking old and embracing it gracefully and gradually. Furthermore, living quality lives growing older is linked to financial planning, good health practices, including lifestyle issues, such as lifelong learning, volunteerism, leisure pursuits to graceful ageing of older adults (Weil, 2016).

Intervention programmes had been developed to improve older adults’ well-being (Roopa & Devi, 2014). The research study conducted amongst older adults focused on the aspect of their quality of life. The objective of the study was to evaluate an educational module that was developed to assist older adults in coping and improving their quality of life.

On the other hand, several modules were reported to have been developed by psychology experts in Malaysia, such as motivational modules, performance modules, leadership modules and several others (Jaladin et al., 2019). Additionally, a research study was developed and validated, known as the Group Guidance Module for student self-development using Gestalt theory. The researchers conducted nine sessions and 12 activities of the Group Guidance Module. The result of the study found that the concepts, principles and techniques were feasible and assisted students in achieving better self-development during their schooling years. The module was developed and validated to possess high content validity by experts. Other past literature, which is the basis for developing this module, was based on previous intervention studies designed for older adults (Ory et al., 2018; Siverová & Bužgová, 2018), a review of theories and the needs of older adults identified through previous studies on older adults in Malaysia (Amat et al., 2021; Chang et al., 2022).

Several theories have been utilised to explain the ageing process of older adults, which may inform the development of this module. They are as follows:

Human Needs Theory by Abraham Maslow

Maslow (1954) stated that each individual has an innate internal hierarchy of needs that motivates all human behaviour. These human needs were physiological needs, safety and security, love and belonging, self-esteem and self-actualisation, which had different orders of priority. This theory is adopted to inform the development of the Graceful Ageing Module as successful ageing will help older adults fulfil their “lower” needs (e.g., physical activities to achieve physiological needs) in order to achieve “higher needs” (e.g., understanding the meaning of life to achieve self-actualisation).

Eric Erickson's Stages of Psychosocial Development Theory

According to Erikson (1963), personality develops in eight sequential stages with corresponding life development tasks. The eighth phase, the integrity versus despair phase, was characterised by evaluating life accomplishments, whereby satisfaction led to integrity, whereas dissatisfaction created a sense of despair (Van der Kaap-Deeder, 2021). According to Orenstein and Lewis (2020), each stage was influenced by three main factors, which included biological, psychosocial and social factors. The crisis needs to be resolved in each phase. Older adults faced additional challenges or life tasks, including physical and mental decline, accepting the care of others and detaching from life (Erikson et al., 1986). Van der Kaap-Deeder (2021) found that integrity and despair in older adults were associated with depression and life satisfaction.

Selective Optimisation with Compensation Theory

The central focus of this theory is that individuals develop certain strategies to manage the functional losses of ageing. This general process of adaptation consists of three interacting elements, which are: i) element of selection that refers to an increasing restriction of one's life to fewer domains of functioning due to an age-related loss; ii) optimisation, which reflects the view that people engage in behaviour to enrich their lives; and iii) compensation that results from restrictions due to ageing, requiring older adults to literally 'compensate' for any losses by developing suitable and alternative adaptations (Schroots, 1996). These concepts of selection, optimisation and compensation could be applied to any aspect of older adults' life to demonstrate successful coping with declining functions (Schroots, 1996).

These theories were connected with each process of this study (CEO Principles). The following explains how they were connected:

1. Cleansing (First phase, week-1 and week-2) - During the first phase of the module, participants went through a 'cleansing' process of their past through activities, such as psychoeducation on well-being, reminiscence activities and reconstructing their future. In this stage, Erik Erikson's stages of life theory was employed to conceptualise the activities. In older age, an individual either achieves personal integrity or despair.

2. Empowering (Second phase, week-3 to week-5)

In this phase, older adults were encouraged to be personally empowered in the present, through case study discussions, demonstrations, and psychoeducation to increase physical health, psychological and

emotional well-being, the uniqueness of the self, making positive changes in life, active ageing and mindfulness. This is in accordance with the Selective Optimisation and Compensation Theory in which an older adult recognizes in which area they were required to selectively acknowledge their limitations, and in which area they could optimize their functioning to live a full life in spite of their limitations. For example, a foundation of good physical health is communicated through the physical activities introduced in every phase and session in the module. The theory of Selective Optimization with Compensation is used to explain the older adults' engagement with physical activity. Older adults are advised to adapt the physical activities that are introduced in the module according to their physical ability.

3. Outreach and Outputting (Third phase, week-6 and week-7)

In this phase, the concepts of ageing productively and enlarging one's social networking were emphasised. Through group discussions, talks and activities, the concepts of generativity and leaving a legacy for future generations were communicated. Participants were also encouraged to contact a friend for social networking to perform recreational activities. Based on Erik Erikson's stages of life theory, the stage of generativity vs. stagnation is an important stage to go through to contribute to society and function as a meaningful member of society (Vilar, 2012). Based on the Maslow's Human Needs Theory, the fulfilment of the lower hierarchy of needs (such as physical activity and health) will facilitate the fulfilment of higher needs, such as love and belonging needs (social, psychological and emotional well-being) leading to the fulfilment of one's esteem needs (understanding the uniqueness of the self).

Sidek's Module Development Model According to Amalia Madihie and Sidek Mohd Noah (2013), several module developers provided models for researchers, facilitators, counsellors, academicians, or module developers as a guideline. An example was the Module Development Process (Syarifah Alwiah Alsagosff, 1981; Russell, 1974; Sidek Mohd Noah, 2001). In this study, the researchers decided to apply Sidek's Module Development Model (Sidek Mohd Noah, 2001) to develop the Graceful Ageing Programme. Figure 1 shows the Graceful Ageing Programme Module development process (Figure 1

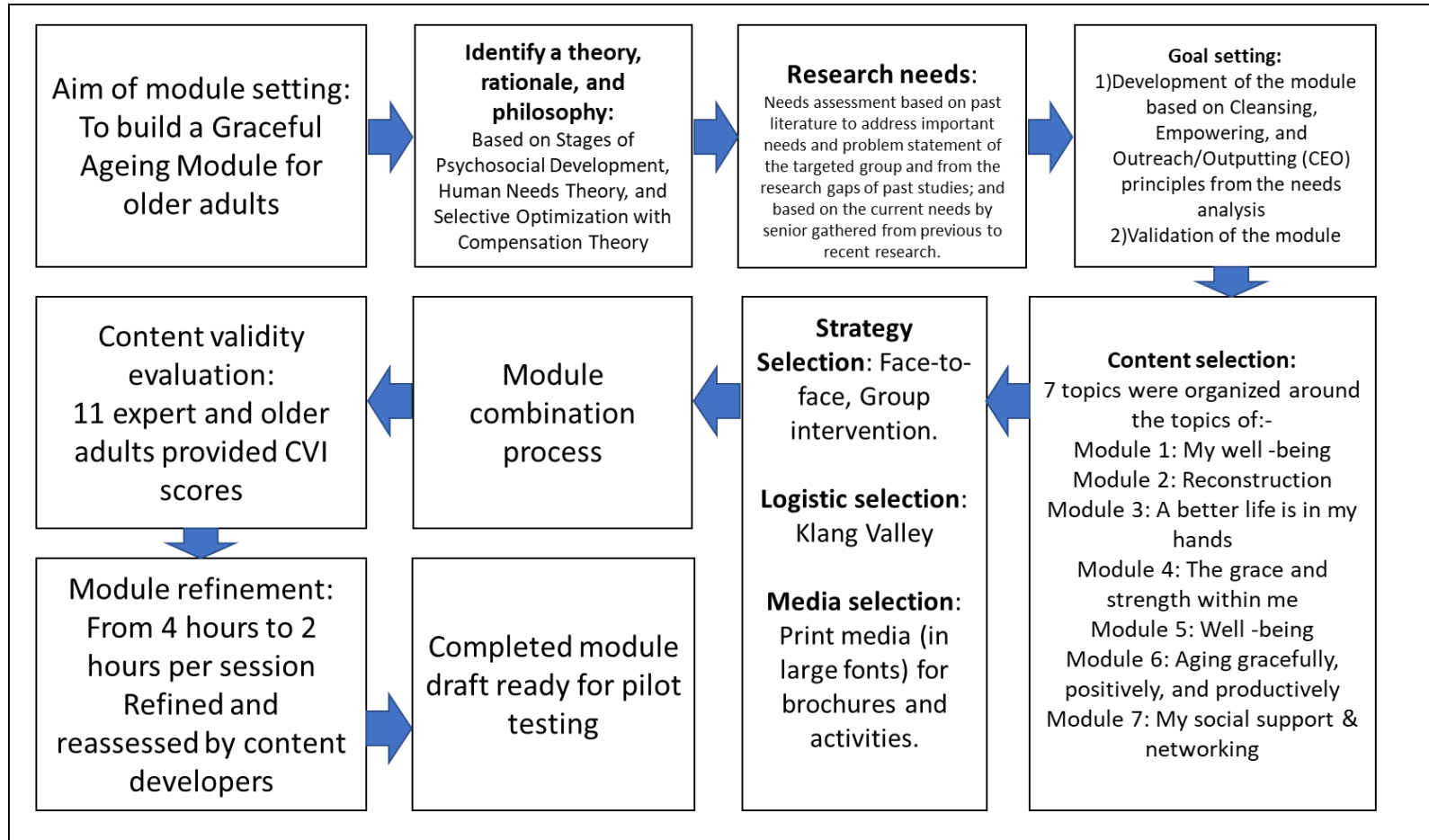


Figure 1: Graceful Ageing Programme Module Development from Stage 1 of Sidek's Module Development

METHODS

Graceful Ageing Module Development

This study employed both quantitative and qualitative designs. The qualitative design consisted of a review of literature to inform the module development and to understand expert feedback on this module, whilst the quantitative aspect involved calculating the reviewers' rating scores.

There were several stages of module development, which were identifying the module aim, identifying related theories, rationales and/or philosophies pertinent to the module, providing research needs through needs assessment and setting goals. Initially, the modules were developed based on a needs assessment from a review of previous research studies. The researchers integrated the study from positive aspects of ageing, which is also referred to as positive ageing, healthy ageing, successful ageing and ageing well. The development of the Graceful Ageing Module was also a combination of the concepts, principles and techniques of Erik Erickson (1963), Abraham Maslow (1954), Andrews and Clark (1996), White and Epston (1990), which the researchers refined to accommodate to the module's feasibility.

Next, once these foundations have been laid, the authors reviewed available evidence to discuss content, strategy, logistics, and media selection. Based on these discussions, the first draft of the module was produced through the module combination process. Figure 1 shows the Graceful Ageing Programme Module development process.

Validation Process

The validation of the module was done by the reviewers and older adults. The inclusion criteria were individuals who were aged more than 18 years old and specialised in providing medical or non-medical services for older adults for at least 2 years. The exclusion criteria were those who refused to participate in this study. There were 11 reviewers, aged between 38 and 70 years old, who were selected to review and determine the

content validity of the modules based on their expertise and experience in working with older adults. The reviewers were clinicians, professional counsellors, doctors, facilitators, academicians, and older adults. Sixty-four percent of the reviewers were females, of which seven were females and four were males. The experts rated the content of the module based on the Content Validity Form provided, and each section of the module was rated as (1) Poor, (2) Moderate and (3) Good to evaluation the content details. On the other hand, the suggestions and the comments given by the experts were used as qualitative measure.

The percentage of content validity was calculated using a formula, as shown in Figure 2. The total scores of each reviewer's rating were divided by the overall score of the rating and to be multiplied by 100% to obtain the content validity percentage of the modules. The content validity is considered high if the value is more than 70% (Sidek & Jamaludin, 2005). Figure 2 is a summary of the modules' content validity percentage of the modules.

Content Validity Questionnaire

The content validity questionnaire was distributed to the reviewers and elderly to evaluate the content validity of the modules.

The percentage of content validity was calculated using a formula, as shown in Figure 2. The total scores of each reviewer's rating was divided by the overall score of the rating and to be multiplied by 100% to obtain the content validity percentage of the modules. The content validity is considered high if the value is more than 70% (Sidek & Jamaludin, 2005). Table 4 shows a summary of the modules content validity percentage

Graceful Ageing Module Summary

This programme consisted of seven modules, which were expected to be completed in seven weeks and every session lasted two hours. Table 2 is a summary of the activities in each module and its objectives.

Table 1: Summary of the demographic information about the expert reviewers

Expert Panel	Age	Gender	Field of Education	Working experience with older adults
1	53	Female	Physiotherapy	Clinician & Physiotherapy
2	59	Female	Clinical Psychology	Clinical assessment and diagnosis. Research in ageing
3	48	Female	Counsellor	Working with clients/patients who are older adults.
4	41	Male	Geriatrician	Working with older adult patients providing acute geriatric services in a hospital.
5	55	Male	Surgeon	Working with elderly patients with surgical problems and in palliative care.
6	38	Female	Medical doctor	Working with older adults who are sick, neglected and lonely.
7	38	Female	Medical doctor	Working with older adult patients
8	70	Female	Senior adult	Working with older adults in the community and is an ex-treasurer of an older adult group.
9	65	Female	Senior adult	Working with older adults in the community and is the president of an older adult group.
10	70	Male	Senior adult	Working with older adults in a social group.
11	57	Male	Advertising, marketing and communication	Working with older adults in the community with a focus on their general well-being.

$\frac{\text{Total Scores of Individual Experts' Rating}}{\text{Overall Score of the Rating}} \times 100\% = \text{Content Validity Percentage}$
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Figure 2: Formula for content validity percentage

Table 2: Summary of the Graceful Ageing Module

Module	Activities	Objectives
1. Remembering Well	Welcoming participants	<ol style="list-style-type: none"> To encourage participants to recall their past life experiences. To encourage participants to think about their future directions and going forward. To rewind the future, cleanse the past, empower the present, and move forward (Cleansing).
	Attendance list	<ol style="list-style-type: none"> To record weekly attendance. To ensure all participants receive a “certificate of participation” based on their attendance record (Minimum 5 sessions.)
	Distributing writing notes	<ol style="list-style-type: none"> To encourage participants to remember the programme for the week. To benefit participants as references. To assist participants in recalling back necessary information

		4. As a guide/note for sharing with others such as family members.
	Ice-breakers	<ol style="list-style-type: none"> 1. To build rapport and to gain trust from each other. 2. To know the participants' interests. 3. To get to know their talents and abilities. 4. To bring out the inner child in each participant and to identify participants' personality traits in the aspect of "Extroverts & Introverts", "Who has loosened up" & "Who's still holding back", and observations for any important issues to take note among senior participants.
	Discussion on the "Ground Rules"	<ol style="list-style-type: none"> 1. To develop ground rules which are shared by the members of the group. 2. To discuss the importance of the ground rules. 3. To discuss clearly on main objectives between the facilitator and the participants as stated in Step 3 in procedure.
	Discussion on the programme's objectives	<ol style="list-style-type: none"> 1. To ensure that participants are clear about the programme's objectives and what to expect in this program. 2. To explain what will be provided for the participants during the 7-week program.
	Sharing on "Going-Round in-circles" Sharing and discussing a scenario	<p>To encourage participants to reflect on "Personal Growth".</p> <ol style="list-style-type: none"> 1. To encourage participants to reflect on their personal selves. 2. To provide seniors to reflect on how they view their life and perception can be different.
	Question and answer session	<ol style="list-style-type: none"> 1. To allow participants to be reflective and self-aware, and to be able to confront their weaknesses based on the questions imposed. 2. To encourage participants to review & identify all the "Positives and Negatives In Our Lives" based on the questions provided. 3. To explore/discuss the aspect of all that is stated as below:- <ol style="list-style-type: none"> a. Strengths and Weaknesses b. Successes or Defeats c. Achievements & Wasted d. Opportunities.
2. Reconstruction	Early Birds' Fellowship	<ol style="list-style-type: none"> 1. To build a relationship with one another. 2. To encourage participants to share any topic of their choice. 3. To relax and stay comfortable while listening to music and songs. 4. To take attendance of participants.
	Motivational talk The 4 B's that build or break us (CLEANSING)	<p>To instil awareness that we can live a normal live despite setbacks.</p> <ol style="list-style-type: none"> 1. To explore/experience the cleansing process addressing the negative aspects. 2. To encourage participants to share/explore their brokenness, bandages, blindness, and burdens to find solutions to their problems and challenges. 3. To provide a platform for the participants to express themselves.

Video presentation on personalities with positive-negative attitudes (CLEANSING)	<ol style="list-style-type: none"> 4. To create awareness among the participants that there is hope for them to move forward to a progressive future despite the past (4' B). 1. To highlight examples of negative situations and stagnation in personal growth. On the various negative attributes causing the participant to feel helpless and stagnant in their growth. 2. To ask the participants to go into self-reflection to explore their inner selves. 3. To facilitate group sharing of their personal experiences, thus far with a view to finding the appropriate solution to their challenges.
"I have decided to make a change"	<ol style="list-style-type: none"> 1. To focus on the shift towards personal change. 2. Using the analogy of the water filter and the washing machine, explain to the participants the importance of clearing or cleansing old habits and thought patterns to make way for new habits.
What should I know about Forgiveness / Unforgiveness / Sacrifices / Burnout / Breakdown?	<ol style="list-style-type: none"> 1. To encourage participants to explore the issue of past hurts and unforgiveness that they had encountered in the past or present. 2. To share the benefits and the issues in the "Spirit of Forgiveness and Forgiving Others" as an important element in the psychological and emotional well-being aspect. 3. To share the benefits of forgiveness that brings personal healing and positive health. 4. To explore if participants could have been abusers or had been abused by others and to assist them in practising forgiveness of self and others. 5. To explain the disadvantages of unforgiveness which leads to anger, revenge, and various illnesses. In extreme cases, prolonged pending of anger, and frustrations can lead to health problems such as stroke, ulcer, and even cancer. 6. To explain ways to deal with anger and the need to approach the work of forgiveness with an attitude of willingness. 7. To allow participants to take time to let the forgiveness process work itself out without any control or force.
Letter writing activity	<ol style="list-style-type: none"> 1. To encourage participants to write a letter, especially to someone that they find difficult to forgive. 2. To explain to participants, the benefits of writing a letter. The use of writing one's thoughts about a traumatic event can be helpful. Participants who wrote showed better immune system responses, lower blood pressure and less distress.
Reflection questions	<ol style="list-style-type: none"> 1. To ask participants reflection questions. 2. To allow participants to search deeper within themselves on what actually gives them personal happiness. 3. To ask participants what they are searching for at this stage in their lives.

		4. To explain to participants about individual happiness.
3. A better life is in my hands	<p>Welcoming participants.</p> <p>Introduction to Graceful Ageing Modules (EMPOWERING)</p> <p>Talk on proactive seniors versus non-active seniors</p> <p>Demonstration by the facilitator using coffee cups</p> <p>“I am Unique” (EMPOWERING) Group sharing: do you feel that you are important and unique? (EMPOWERING)</p>	<p>1. To do a short recap of last week’s Session</p> <p>2. To take attendance.</p> <p>3. To make the session more cheerful with music and songs.</p> <p>4. To explain the meaning of “cleansing”.</p> <p>To explore graceful ageing among participants on the quality of life, life satisfaction, reminiscence, physical activities and psychological well-being based on their “Past and Present Life Experiences”.</p> <p>1. To highlight the positive attitude among seniors, particularly among those aged above 60 years, in various fields including sports, leisure, singing, dancing and other activities.</p> <p>2. To raise awareness that participants can choose to live healthy or unhealthy.</p> <p>1. To explain the definitions and explanations to “Psychological Well-being”.</p> <p>2. To explain the concepts according to Keyes and Lopez on the definition of complete mental health.</p> <p>To explain and to emphasise to older adults that they are “Unique.”</p> <p>To encourage the use of positive words and positive thinking among participants.</p>
4. The grace and strength within me	<p>Welcoming participants.</p> <p>Dancing and playing music (EMPOWERING)</p> <p>Discussion about SWOT analysis (EMPOWERING)</p> <p>Group sharing: what are the positive changes that I would like to implement</p>	<p>1. To do a short recap of previous week’s session</p> <p>2. To take attendance.</p> <p>3. To make the session more cheerful with music and songs.</p> <p>4. To explain the meaning of “Empowerment”.</p> <p>5. To strengthen the bonding among participants.</p> <p>To encourage participants to achieve the “Good Life” by enjoying dancing with music, reflecting and enhancing laughter.</p> <p>1. The exploration and analysis according to participants’, “Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis).</p> <p>2. To use the “SWOT” analysis as a tool for self-discovery of their strengths and overcome their weaknesses.</p> <p>3. To discover the personal strength, weaknesses, opportunities and threats. The discovery of inner peace and freedom/detachment from negativity, fears and anxiety and move into the “Escapes / Excuses / Comfort Zone”.</p> <p>4. To explore how to counter all the negatives by focusing on the “Present & Future” and “Living Legacies & Leaving Legacies”.</p> <p>1. To optimise participants’ feedback, including additional new perspectives to</p> <p>2. keep participants on track, aiming to move faster towards the rest of the programme.</p>

		3. To raise awareness of participants' potential & capabilities that have been proven in the past and which they can mobilise in the present, towards optimizing the future, practically and realistically.
	Emotional Intelligence (EMPOWERING)	<ol style="list-style-type: none"> 1. To explain the meaning of "Emotional Intelligence". 2. To share the 5 dimensions among participants.
	Feedback questions	<ol style="list-style-type: none"> 1. To evaluate the feedback 2. To acknowledge the state of participants and facilitator 3. To encourage the participants to think and review their personal journey. 4. To cultivate reflexivity among the participants of the group.
	Laughter therapy	To explain the benefits of humour and laughter as an important factor to psychological well-being as it can promote positive mental health.
5. Psychological Well-being	Welcoming participants.	<ol style="list-style-type: none"> 1. To take attendance. 2. To make the environment more cheerful with music. 3. To explain the importance of the module on psychological well-being.
	Discussion on longevity (EMPOWERING)	To relate empowering in order to increase the psychological factors important to health in the present moment.
	Group discussion	To focus on the practicalities of making the rest of the Senior's life a legacy.
	Discussion on positive ageing and positive coping (EMPOWERING)	<ol style="list-style-type: none"> 1. To focus on positive ageing and positive coping. 2. To explain what optimal ageing in old age in the context of psychology is.
	Mindfulness (EMPOWERING)	<ol style="list-style-type: none"> 1. To practice meditation among participants. 2. To explain the benefits of mindfulness meditation. 3. To explain being in the present moment.
6. Ageing gracefully, positively and productively	Welcoming participants.	<ol style="list-style-type: none"> 1. To take attendance. 2. To welcome everyone.
	Discussion on new life: how can we live a full life in the 7 aspects (EMPOWERING TOWARDS OUTREACH)	<ol style="list-style-type: none"> 1. To explain life to the fullest in 7 aspects. 2. To explain the topic of "Generativity".
	Discussion on altruism (EMPOWERING TOWARDS OUTREACH)	<ol style="list-style-type: none"> 1. To explain the benefits of altruism 2. To elaborate the importance of social services to health.
	Discussion on giver versus taker (OUTREACH)	<ol style="list-style-type: none"> 1. To explore in detail whether a person may be a "Taker or Giver". 2. To relate to the philosophy of adding value to others' lives without expectations, particularly by reaching out to those who are dwelling in negativity - "Blinded, In Bondage, Overburdened or Broken, - Mentally, Physically, Emotionally, Financially, Spiritually, Socially and Relationally."

	Discussion on will (EMPOWERING)	<ol style="list-style-type: none"> To explain the importance of preparing a will and leaving a legacy. To overcome the fear of death and positively embrace “end of life” stage.
7. My social support & networking	Welcoming participants. Question and answer session	<p>To encourage participants to look beyond themselves and to look forward to life.</p> <ol style="list-style-type: none"> To ascertain the feasibility of the modules with participants’ feedback. To explore participants’ feedback on the effectiveness of the programme.
	Discussion on ageing gracefully and social networking (OUTREACH)	To encourage participant to contact someone to spend time with and to tag along for recreational activities.
	Participants sharing (OUTREACH)	To promote and encourage participants to love and well-being
	Gratitude message	To practice gratitude and thanksgiving

RESULTS

Results of Validation Analysis

The Graceful Ageing Module’s overall content validity was 91.19%, indicating that the modules had a high level of content validity (Abu Bakar,

1995). The content validity percentages of each component were all above 90%. Therefore, these findings revealed that the content validity of the Graceful Ageing Module was high and could be applied to older adults (Table 3).

Table 3: Content validity percentage of the Graceful Ageing Modules

No.	Statements	Content Validity (%)	Experts’ Assessment
1	The module’s content is understandable.	90.91	Accepted
2	The module’s content is good.	96.97	Accepted
3	The quality of the modules is good.	92.00	Accepted
4	The modules are useful for older adults.	90.04	Accepted
5	The modules are suitable for implementation with older adults.	93.94	Accepted
6	The module’s content is evidence-based.	91.43	Accepted
7	The module’s content is well-arranged.	93.94	Accepted
8	The module’s content is well-delivered.	95.96	Accepted
	Overall content	91.19	Accepted

The comments provided by the reviewers were categorised into different themes. The reviewers were given a form to fill up with their comments on module improvements. Firstly, the reviewers commented on the content and whether the modules were extensively done, especially in putting the modules together, whereby the content was appropriate for the targeted group. However, comments were also provided to improve the content of the modules. Suggestions were provided to separate the modules from the facts. Further suggestions were given to reorganise, edit, and remove repetition and redundancy in the contents. Overall, the reviewers commented that the content was a good programme.

Secondly, the reviewers commented that the modules need to be simplified for the readers and users of the modules. The content was too wordy with too many facts added to the modules.

Suggestions were given to add more diagrams and guidelines to the details.

Thirdly, the reviewers mentioned that the programme was good, useful, interesting and comprehensive for senior citizens. However, the modules need to be simplified in layman’s terms. Jargon words in psychology may be difficult to comprehend. The programme may be useful for senior citizens residing at home, as there was a need. The modules could be a useful guideline for homes and activities for older adults.

The fourth comment by the reviewers was that the modules were suitable for senior citizens. All ethnic groups can use this module to conduct the programme. The reviewers suggested standardising the modules.

Lastly, the reviewers mentioned a clearer sequence to reorganise and to delete repetitions. The reviewers suggested separating the guidelines from the facts.

The comments provided by the reviewers showed that the modules were appropriate and feasible

for senior citizens living in a community and at home. The modules were appropriate for universal usage, domestic and international. A summary of the reviewers' comments is shown in Table 4.

Table 4: Summary of the comments by expert reviewers

Themes	Comments
Contents	The contents are very rich, and it could allow participants to share and listen to their own life stories; create networking through sharing, appreciation, gratefulness, gratitude and thank giving; learn about anger management, meditation, and mindfulness. However, yoga may not be acceptable for the participants due to religious implications. Besides, the researcher needs to consider number of participants, physical setup, duration and number of modules for maximum benefits participants receive. It is suggested to revise the duration for each module and maybe extend it from 7 weeks to 14 weeks, and duration should be 1.5 - 2 hours long. Overall, it is a good programme in terms of its content.
Qualities of modules	The quality can be improved for readability as the experts commented that it is difficult to follow due to too wordy, and too many facts in the module. It is suggested to provide more diagrams and the guideline to facilitate discussion should be more detailed.
Usefulness	It is a useful, interesting, comprehensive and good programme for older adults, but need to be simpler for layman. As ageing population is increasing, more senior citizens' home is mushrooming. Thus, this module may guide these homes in providing activities for older adults.
Suitability for implementation	It is suitable to be implemented for older adults, but it needs to be simplified. Standard slides, booklet for the modules need to be provided to ensure that the results are replicable. Besides, it should involve all ethnic groups, and due to the multiracial, multireligious group of older people, it is necessary to remove any religious connotation and keep it scientific.
Arrangement	The written sequence should be clearer, and it is necessary to reorganise and remove repetitions. As the evidence are provided together with the module, it is suggested to remove and reorganise evidence into another handbook.

The modules were initially designed for senior citizens for four hours per week. The duration had been reduced to two hours after the reviewers' comments. The targeted population may not be able to sustain for a long time as they need to have their naps in-between and most of them were committed to family matters. However, the number of weeks was carefully selected with the main objective for participants to experience personal transformation in their life after the intervention. Therefore, 14 weeks was not achievable because most participants were not in favour and requested a reduction in sessions to less than seven weeks during the pilot study. Most senior citizens were not keen to attend for so many weeks and with longer hours. Finally, the modules were revised to two hours per session

after the reviewers' comments. The reviewers commented that the duration might be too long for participants to maintain their focus.

Results of Inter-rater Reliability

The reviewers' inter-rater reliability was measured using Krippendorff's alpha. Krippendorff's alpha was used as it is a reliability coefficient developed to measure agreement amongst raters in content analysis (Krippendorff, 2011) and it could be used regardless of the number of raters and levels of measurement (Hayes & Krippendorff, 2007). Table 5 showed that Krippendorff's interval alpha was 0.98, which indicated a high degree of reliability amongst all reviewers and with almost perfect agreement.

Table 5: Krippendorff’s Alpha Reliability Estimate

	Alpha	LL 95%CI	UL 95%CI	Units	Observers	Pairs
Interval	0.984	0.979	0.989	9	11	495

Note: LL= Lower Level; UL= Upper Level; CI = Confidence Intervals

DISCUSSION

The aim of this paper was to develop a Graceful Ageing Programme intervention module for older adults. Based on the Sidek Module Development model, a total of seven sessions were created. The module content was found to be valid by a group of experts. Amendments were made based on their feedback.

The module was developed by the integration of theories and concepts from past studies. The integration made the development of the graceful ageing module well-rounded. In addition, Sidek’s Module Development was taken as a guide to developing this module. As stated by Sidek (2005), there should be three important criteria of a development module which are the content validity, reliability and feasibility of the module. For example, the duration of the module was seven weeks, with one week assigned to each session. A systematic review has shown that there is heterogeneity in the duration of intervention programmes for older adults ranged between six to 16 weeks (Owen et al., 2022). Therefore, the length of this programme falls within what is commonly practiced. In addition, the duration of each session was reduced based on the feedback of the reviewers. This is consistent with findings that cognitive decline among older adults may impact their ability to focus, process and retain information (Lövdén et al., 2020).

With regards to the content of the module, seven sessions were created, which were which were 1. Remembering well; 2. Reconstruction; 3. A better life is in my hands; 4. The grace and strength within me; 5. Psychological well-being; 6. Ageing gracefully, positively and productively; and 7. My social support & networking. The seven sessions of the programme ensures that all aspects of well-being in an older adult to ensure graceful ageing are addressed. This is important, as older adults perceive successful ageing as involving all aspects of their lives, including social connections and dying well, aspects which are addressed in this module (Teater & Chonody, 2020). In addition, health-related wellness interventions are uncommon in Malaysia (Ishak et al., 2022).

The results showed that the Graceful Ageing Module’s overall content validity was 91.19%, indicating a high level of content validity (Abu Bakar, 1995). Therefore, the module is effectively suitable for the targeted population.

Based on the results of the study, the authors conclude that the main and specific objectives of this study had been achieved and we managed to fill in the gaps on the essential need to develop an effective module to be usable among older adults in Malaysia.

**Implications
Facilitators**

Those interested in facilitating may want to conduct programmes for older adults. The ready-made module would be conducive for usage as it contained simple instructions, user-friendly and easy to follow. Training the facilitators with an established module could provide a benchmark for new beginners dealing with the ageing population with knowledge and skills through the programme’s activities.

Social workers

Social workers could use this tool as a ready-made intervention to increase graceful ageing among older adults in the community. Currently, no intervention module has been developed for the ageing population. Therefore, this module could be user-friendly and accessible for those wanting to facilitate older adults effectively using an evidence-based approach. The module could be used as a standardised manual to address the psychological well-being needs of the ageing population across all states in Malaysia.

Mental Health Professionals

Mental health professionals include mental health nurses, psychologists, counsellors, and psychiatrists who are directly or indirectly involved with older adults. Mental health professionals could use this tool to be equipped with knowledge and information to intervene with older adults in the community.

Educational Curriculum

Integrating and teaching the programme could be a part of the curriculum in universities and colleges, to prepare students in social work, psychology, and related disciplines who currently work or will work with older adults in the future. Furthermore, the module could be a reference for educational institutions as an intervention for older adults.

Policymakers

The programme could be scaled up by relevant entities for the older adult population. The program may provide various policy options for the relevant entities, which may be advantageous to the older adult group. The knowledge and

information from the program may be a significant contribution to policymakers in their decision-making process pertaining to older adults.

CONCLUSIONS

In conclusion, the Graceful Ageing Module was developed and had high content validity. The Graceful Ageing Module is expected to increase the psychological well-being of older adults individually, even though further studies are needed to establish its effectiveness. Based on the comments given by the expert reviewers, the researchers made some modifications on the modules to improve its quality. The inter-rater reliability among the expert reviewers were calculated and the results showed that the reviewers had almost perfect agreement that Graceful Ageing Module had high content validity.

Limitations

This module consists of seven two-hour sessions. For some older adults, the duration of the module may be considered long due to attentional, health, and logistic concerns. In addition, the module has not been pre-tested with older adults to evaluate its feasibility.

Recommendations for future studies

In the future, the researchers should carry out feasibility studies on this module among community dwelling older adults. Randomised controlled trials could also establish the effectiveness of the module. The researchers could also explore adapting and testing this module among older adults with specialised needs and in various adult-care facilities.

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