

After A Fracture Facilitation Guide

This guide will help you through the process of preparing for and facilitating the workshop, followed by how to evaluate the success of the workshop. Prior to the workshop, it is essential that you prepare yourself well in advance so that you feel as comfortable as possible with what needs to be done before, during and after to help mitigate any potential surprises.

There are a number of resources associated with this workshop. They are as follows:

- After A Fracture - Facilitation Guide
- After A Fracture - Presentation
- After A Fracture - Workshop Plan
- After A Fracture - Workshop Guide
- Workshop Sign-In Sheet
- Workshop Evaluation Form

1. PREPARE

You will want to make sure to read through and print:

- a. this document (**After A Fracture - Facilitation Guide**)
- b. the **After A Fracture - Workshop Plan**
- c. the **After A Fracture - Workshop Guide** - one per each participant, with a few extras

2. ORGANIZE

- a. Decide on a co-facilitator and discuss how you will work together
- b. Check to make sure that the PowerPoint (**After A Fracture - Presentation**) for this workshop will work on your computer
 - i. You will want to do this, ideally, the day before the workshop so that if an unexpected issue arises, you will have time to address it without ample time.
- c. You will also want to print off a copy of the **Workshop Sign-In Sheet**
- d. The **Workshop Evaluation Form** can be sent out as part of an email or printed out and distributed within the workshop for more immediate feedback.
- e. For each participant, they will require a pen or pencil to participate in the activities and complete their workshop guides.

3. ROOM SET-UP

For this workshop, the learning activities require small (between 2-4 members) group work.

- a. We recommend setting up the room to have four (4) chairs set-up around different tables, with enough tables and chairs to meet your estimated number of participants.
 - i. If setting up small groups is not possible, this workshop will work just as well with a theatre-style set-up (chairs in rows), but it might be difficult for participants to write during activities and complete their workshop guide comfortably.
- b. Once the tables and chairs have been set up, you will want to distribute the workshop guides (one at each chair) as well as the pens/pencils.
 - i. This will make it easier for participants to enter into the room and begin the workshop without interruptions.

4. THE WORKSHOP

At the beginning of the workshop, as the participants are arriving

- a. Greet participants at the door
- b. Encourage attendees to find their seats
- c. Encourage attendees to begin the *starter activity*
- d. Direct attendees to sign-in

FYI



This image will indicate that there is a question to be asked to the group to help the transition between slides or to engage the group in an activity.



This image will indicate that there is an activity for the participants.

Slide 1 - Title Slide

- You will probably want this slide up before the start of the workshop so that as participants enter the room, they know they are in the right location
- Transition to Slide 2 when the workshop has officially begun

Slide 2 - Starter Activity



- Play the video once the group has taken their seat and are able to watch the video attentively [1:35]

- This is also the time when you will pass out the **Workshop Sign-In Sheet**

Slide 3 - Agenda

- Once the starter activity is complete, review the agenda for the workshop

Slides 4-5 - Learning Objectives

- review the learning objectives with the group
 - set the tone for the workshop by engaging the participants in volunteering to read the objectives aloud, ideally having a different volunteer read a single objective
 - These will identify specifically what the participants should expect to know by the end of the workshop
 - The **After A Fracture - Workshop Guide** has been designed to help the participants achieve this goal

Slide 6 - How to navigate the slides

- Reviewing the structure of the slides will help the participants quickly navigate the information presented
- This slide should help you relay the information from each slide more efficiently

Slide 7 - Workshop Guide

- Encourage the participants to complete the **After A Fracture - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning

Slide 8 - Fragility Fractures

- Section title slide used to indicate the start of the next section of the presentation.



What is a fragility fracture?

- This question will help transition into the following slide
- Remember to wait for 5 seconds before selecting anyone to respond to the question
 - This will allow enough time for everyone to process the question being asked and retrieve the information they are looking for

Slide 9 - What is a Fragility Fracture?

- Review the definition of a fragility fracture with the group
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 10 - After the Fracture

- Section title slide used to indicate the start of the next section of the presentation.



Does anyone know what the three different stages of pain are from a fracture?

- This question will help transition into the following slide
- Remember to wait for 5 seconds before selecting anyone to respond to the question
 - This will allow enough time for everyone to process the question being asked and retrieve the information they are looking for

Slide 11 - Three Stages of Pain from a Fracture

- Review the three stages of pain from a fracture by reading through the short list on the slide - there will be further detail for each on the subsequent slides
- The goal of these early slides in this section is to draw from the previous knowledge of the participants
 - We want to engage them to build upon what they already know so that they can make meaningful connections between old and new concepts while challenging any misconceptions they might have previously held

Slide 12 - Acute Pain

- Review these key points on the acute pain stage
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.
- Encourage participants to write down a brief summary of this stage in their

Workshop Guide

Slide 13 - Allowing a Broken Bone to Heal

- Review these key points on allowing a broken bone to heal
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 14 - Sub-Acute Pain

- Review these key points on the sub-acute pain stage
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.
- Encourage participants to write down a brief summary of this stage in their

Workshop Guide

Slide 15 - Chronic Pain

- Review these key points on the chronic pain stage
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.
- Encourage participants to write down a brief summary of this stage in their

Workshop Guide

Slide 16 - Four Most Common Broken Bones



What are the four most common sites for broken bones due to osteoporosis?

- This question will help transition into the following slide
- Remember to wait for 5 seconds before selecting anyone to respond to the question
 - This will allow enough time for everyone to process the question being asked and retrieve the information they are looking for

Slide 17 - Four Most Common Broken Bones

- Review the 4 most common sites for broken bones and briefly compare this slide to the responses you received from the previous question and highlight the aspects that were successfully identified
 - Encourage participants to complete the appropriate fill-in-the-blank section of their **After A Fracture - Workshop Guide** with the correct keywords

Slide 18 - Wrist Fractures

- Review these key points on wrist fractures
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 19 - Shoulder Fractures

- Review these key points on shoulder fractures
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.

Slide 20 - Hip Fractures

- Review these key points on hip fractures
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.

Slide 21 - Examples of Assistive Devices



Who has used any of these devices?
How would you rate your experience with these types of devices?

- This question will help transition into the following slide
- Remember to wait for 5 seconds before selecting anyone to respond to the question
 - This will allow enough time for everyone to process the question being asked and retrieve the information they are looking for

Slides 22-23 - Spine Fractures

- Review these key points on spine fractures
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 24 - The Day-to-Day After a Spine Fracture

- Section title slide used to indicate the start of the next section of the presentation.



What is a neutral spine?

- This question will help transition into the following slide
- Remember to wait for 5 seconds before selecting anyone to respond to the question
 - This will allow enough time for everyone to process the question being asked and retrieve the information they are looking for

Slide 25 - What is a Neutral Spine?

- Read the description of a neutral spine to the group
- You can encourage group participation by having participants practice standing with a neutral spine before proceeding to the next slide
- Encourage participants to write down a brief summary of a neutral spine in their **Workshop Guide**

Slide 26 - Bending with a Neutral Spine

- Read the introduction to the hip hinge to the group
- If the group was practicing standing with a neutral spine, you can have them remain standing where they are as they will be engaging in further movements in the following slides

Slide 27 - The Hip Hinge

- Read the description of the hip hinge to the group
- Encourage the group to practice bending with their hips while maintaining a neutral spine
 - Recommend working in pairs or small groups so that their movements can be monitored and adjusted
- Circulate around the room and provide feedback to participants as they practice this movement

Slides 28-29 - Standing and Sitting

- Read the description of the standing and sitting with a neutral spine to the group
- Encourage the group to practice standing and sitting while maintaining a neutral spine
 - Recommend working in pairs or small groups so that their movements can be monitored and adjusted
- Circulate around the room and provide feedback to participants as they practice this movement

Slide 30 - Moving between Standing and Sitting



- Play the video on Slide 10 [2:59]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- You may want to ask participants to stand and spread out around the room for this video, depending on the room set-up and whether participants will be able to see the video

Slide 31 - Hip Movement Precautions

- Section title slide used to indicate the start of the next section of the presentation.
- Read the title of the section and transition to the next slide

Slides 32-34 - Hip Movement Precautions

- Review these key points on hip fractures
- To review the material covered on the slide, you can either choose to briefly summarize the slide yourself or have volunteers read the bullet points to the rest of the group.
 - The recommendation is to always be as participant-centric as possible and engage the participants in as much of the learning process as possible.

Slide 35 - What does this mean to you?



With the person beside them, encourage participants to discuss what these movement precautions mean to them and their daily activity.

- Are these precautions that they already take?
- How will these precautions affect their routine?

Record your ideas in your **Workshop Guide**.

Slide 36 - Cool-down Activity



- Encourage participants to complete the Cool-down Activity in their **After A Fracture - Workshop Guide**
 - Participants should identify:
 - 3 new facts that you learned in this workshop
 - 2 topics you want to learn more about
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- The Cool-down Activity is an important part of the learning process as it helps the participants make meaningful connections between previous knowledge and new knowledge, but it also encourages reflection and opportunities for development and improvement

5. AFTER THE WORKSHOP

Following the workshop, it is important to gather as much feedback as possible so that you can determine how successful the workshop was at meeting the learning objectives and your own goals.

- a. Encourage participants to complete the **Workshop Evaluation Form** or your own evaluation form and have them submit the form before they leave the workshop or via email following the workshop
 - i. Collect these responses and use them to help improve future workshops
- b. Engage in a self-reflection activity following the workshop as a method of evaluating its success

Self-Reflection Activity

One effective tool is to assess the workshop in terms of two statements:

1. “What went well?”
 - Identify ALL of the positives aspects of the workshop and even aspects that surprised you
 - which activities went according to plan, which questions elicited a positive response from the participants or even what are some issues/concerns that you handled well
2. “Even better if...”
 - Identify which areas or aspects of the workshop could use some development or improvement and how would you change them the next time you ran this workshop

What went well?

Even better if...