

Falls Prevention, Part 1

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:

- Falls Prevention, Part 1 - Facilitation Guide
- Falls Prevention, Part 1 - Presentation
- Falls Prevention, Part 1 - Workshop Plan
- Falls Prevention, Part 1 - 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 (**Falls Prevention, Part 1 - Facilitation Guide**)
- b. the **Falls Prevention, Part 1 - Workshop Plan**
- c. the **Falls Prevention, Part 1 - 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 (**Falls Prevention, Part 1 - Falls Prevention, Part 1 (PowerPoint)**) 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



- encourage participants to begin the starter activity when they take their seats
 - circulate around the room so that you can help anyone who is having difficulty completing the activity - give the group a few minutes to complete the activity
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- 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

Slide 4 - 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 **Falls Prevention, Part 1 - Workshop Guide** has been designed to help the participants achieve this goal

Slide 5 - 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

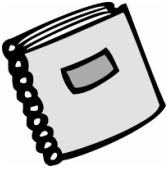
Slide 6 - Workshop Guide

- Encourage the participants to complete the **Falls Prevention, Part 1 - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning

Slide 7 - Preventing a Fall Before It Happens

- 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

Slide 8 - Keeping Your Home Safe



- Have the participants review their “Keeping your home safe” quiz on the first page of your **Falls Prevention, Part 1 - Workshop Guide**
- Direct them to go through each section and identify any major problem areas or patterns that your notice

Slide 9 - Keeping Your Home Safe



- Encourage participants to work in their groups, and share their major problem areas or patterns and identify any common areas shared by everyone or most of the group
- The group should select one question per heading and come up with a solution to each problem that they can all implement to help prevent a potential fall
- Give them 15 minutes - timer provided on the slide
- Record your ideas in your **Falls Prevention, Part 1 - Workshop Guide**

Slide 10 - Postural Hypotension

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



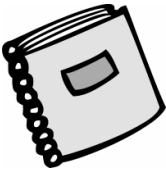
What is postural hypotension?

- 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 - What is Postural Hypotension?

- Review the definition and symptoms of postural hypotension with the participants by briefly summarizing the slides yourself or have volunteers read the bullet points to the rest of the group and briefly compare this slide to the responses you received from the previous question and highlight the aspects that were successfully identified.
 - Encourage everyone to complete the appropriate fill-in-the-blank section of their **Falls Prevention, Part 1 - Workshop Guide** to complete the definitions for their own record and highlight the key terms.

Slide 12 - Managing Low Blood Pressure



- Direct participants to work with the person beside them to discuss the following question:

What can you do to manage low blood pressure?

Slides 13-16 - Managing Low Blood Pressure

- Review how to manage low blood pressure with the participants by briefly summarizing the slides yourself or have volunteers read the bullet points to the rest of the group
 - Encourage everyone to complete the appropriate fill-in-the-blank section of their **Falls Prevention, Part 1 - Workshop Guide** to complete the definitions for their own record and highlight the key terms.

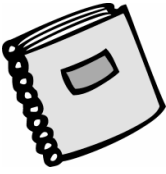
Slide 17 - Additional Strategies to Avoid Falls

- 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 18-21 - Exercise; Medical Review; Nutrition; Around the Home

- Review additional strategies for avoiding falls with the participants by briefly summarizing the slides yourself or have volunteers read the bullet points to the rest of the group
 - Encourage everyone to complete the appropriate fill-in-the-blank section of their **Falls Prevention, Part 1 - Workshop Guide** to complete the definitions for their own record and highlight the key terms.

Slide 22 - Cool-down Activity



- Encourage participants to review their “Keeping your home safe” quiz from the starter activity and the solution they came up with as a group to correct any problem areas in their **Falls Prevention, Part 1 - Workshop Guide**
- They should then create an action plan where they indicate 3 changes that they can implement in the next day, in the next week and in the next month to help them prevent a fall before it happens and record their plan in their **Falls Prevention, Part 1 - Workshop Guide**
- 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...