

Falls Prevention, Part 2 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 2 - Facilitation Guide
- Falls Prevention, Part 2 - Presentation
- Falls Prevention, Part 2 - Workshop Plan
- Falls Prevention, Part 2 - 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 2 - Facilitation Guide**)
- b. the **Falls Prevention, Part 2 - Workshop Plan**
- c. the **Falls Prevention, Part 2 - 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 2 - Falls Prevention, Part 2 (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.
- f. If possible, you might also require long wooden dowels or PVC piping that participants can use to monitor their posture during some activities

3. ROOM SET-UP

For this workshop, the learning activities require small (between 2-4 member) 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.
 - ii. There are some activities in which participants will need to be out of their seats with some moderate movement. Take this into consideration when setting up the room to allow for participation in these activities.
- 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



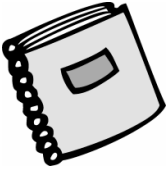
This image will indicate that there is a question to be asked to the group to help the transition between slides or to engage the group in an activity.



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

- 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 2 minutes to complete the activity
- 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 2 - 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

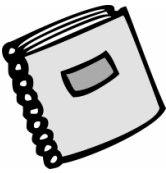
Slide 6 - Workshop Guide

- Encourage the participants to complete the **Falls Prevention, Part 2 - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning

Slide 7 - Preventing Falls on Stairs

- 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 - Reducing Your Risk of Injuries at Home



- Encourage participants to consider the stairways they might have in their home or place of work.
- In their **Falls Prevention, Part 2 - Workshop Guide**, direct the participants to respond to how they can improve these areas to better help support themselves or those who might find using these stairs difficult?
- Encourage participants to compare their responses with the person beside them and evaluate any ideas that they did not initially consider.



How can we reduce the risk of falls on stairs?

- Ask this question to the group before transitioning to the next 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

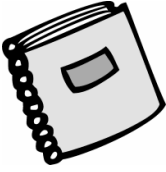
Slides 9-13 - Preventing Falls on Stairs

- Review how to prevent falls on stairs with the participants by briefly summarizing the slides 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 everyone to complete the appropriate fill-in-the-blank section of their **Falls Prevention, Part 2 - Workshop Guide** to complete the information for their own record and highlight the key terms.

Slide 14 - Tips for Daily Movement

- 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.
- Participants will be engaging in some additional movements during this section
 - Ensure that all participants now have their chairs as they will need them to practice these movement tips.

Slide 15 - Daily Movement



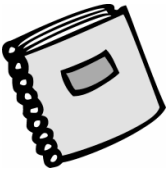
Encourage participants to consider the everyday activities of walking, sitting and standing and discuss the following questions with their groups:

- How many of you think about how you are moving when engaging in these activities?
- How would you describe the proper technique for each activity?

Slides 16 and 17 - Standing and Sitting

- Review the tips for daily movement while standing and sitting with the group
- Encourage participants to engage physically with these guidelines by using the space to put them into practice
 - I would recommend reviewing the tips for standing and then allowing the participants to practice those guidelines before transitioning to the guidelines for sitting
- 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 18 - Moving between Standing and Sitting



- Play the video on Slide 18 [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

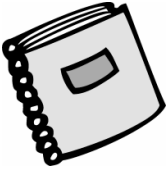
Slide 19 - Walking

- Review the guidelines for safe movement while walking with the group
- Encourage participants to engage physically with these guidelines by using the space to put them into practice
- 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 20 - The Hip Hinge

- Briefly review the hip hinge with the group highlighting the importance of keeping your back straight and bending from the hips

Slide 21 - The Hip Hinge



- Play the video on Slide 21 [3:48]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- Have participants spread around the room and encourage participants to work in groups of 2 or 3 to practise the hip hinge
- Ensure that these small groups have a long wooden dowel or PVC pipe (if available), otherwise encourage them to be vigilant that their partners are maintaining a straight back throughout the movement
- Circulate the room to help provide feedback to the groups as they practice

Slide 22 - Safe Sweeping



- Play the video on Slide 22 [1:08]
- Encourage participants to follow along with the instructions from the video on how to maintain a proper posture
- Have participants spread around the room and encourage participants to work in groups of 2 or 3 to practise this movement with the dowel or pipe (if available) or by miming the motion, ensuring to keep their spine neutral
- Circulate the room to help provide feedback to the groups as they practice

Slide 23 - Activities of Daily Living

- Encourage participants to access the website shared in their **Falls Prevention, Part 2 - Workshop Guide** to watch videos on how to practice safe movement when engaging in other common daily activities

Slide 24 - Assistive Devices

- Section title slide used to indicate the start of the next section of the presentation.
- Engage the group in a brief discussion about their experiences with assistive devices.



- **What are assistive devices?**
 - **Can you name any examples of these devices?**
 - **Who has used an assistive device before and was it a positive or negative experience?**
-
- Ask this question to the group before transitioning to the next 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

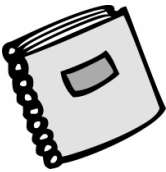
Slide 25 - What are assistive devices?

- Review the brief definition of assistive devices.

Slides 26-28 - Examples of Assistive Devices

- Briefly examine and identify the common types of assistive devices.
- Ask the group to very briefly share their experiences with each type of device.

Slide 29 - Is an assistive device right for you?



Encourage participants to consider the following questions and whether they might need to discuss the use of an assistive device with their doctor:

- Do you feel weak or unsteady on your feet?
- Did you have a fall recently?
- Are you afraid to walk without holding onto something or someone?

Slide 30 - Think About Safety First

- Briefly review what to consider before purchasing an assistive device and the need for it to properly fit each individual and their specific needs.

Slide 31 - Cool-down Activity



- Direct participants to review their “Are you at risk of falling?” quiz in their **Falls Prevention, Part 2 - Workshop Guide**
- For any questions they answered “YES”, they should respond with how they could reduce their risk of falling by completing the RIGHT side of the chart in the starter activity of their **Falls Prevention, Part 2 - Workshop Guide**
- Participants should then create an action plan for implementing their ideas for reducing their risk of falling around their home in the Cool-down Activity section of their **Falls Prevention, Part 2 - 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...

