

Medications that Decrease Bone Health 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:

****Note:** This module has been designed to disseminate a lot of information about various medications that your participants may encounter in an efficient manner that is not overly taxing on time and effort. The goal is to provide foundational information about a variety of categories/classes of medications by highlighting essential information. It is not exhaustive. It should, however, allow for meaningful dialogue to take place when speaking with healthcare providers.

- Medications that Decrease Bone Health - Facilitation Guide
- Medications that Decrease Bone Health - Presentation
- Medications that Decrease Bone Health - Workshop Plan
- Medications that Decrease Bone Health - 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 (**Medications that Decrease Bone Health - Facilitation Guide**)
- b. the **Medications that Decrease Bone Health - Workshop Plan**
- c. the **Medications that Decrease Bone Health - 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 PowerPoints (**Medications that Decrease Bone Health - 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.

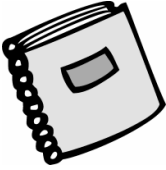


This image will indicate that there is an activity for the participants.

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



- 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 **Medications that Decrease Bone Health - 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 **Medications that Decrease Bone Health - Workshop Guide** over the course of the workshop as it will allow them to consolidate their learning

Slide 7 - Corticosteroids

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



What are Corticosteroids?

- This question will help transition into the following slide
- Encourage participants to share any and all knowledge they might have on these medications
- 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 8-12 - Corticosteroids, Side-Effects and Affect On My Bones

- Review these slides briefly describing corticosteroids, their side-effects and how it will impact those prescribed and briefly compare these slides to the responses you received from the previous question and highlight the aspects that were successfully identified.
- 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
- Encourage participants to complete the appropriate section of their **Medications that Decrease Bone Health - Workshop Guide**

Slide 13 - Anti-Seizure Medication

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



What are Anti-Seizure Medications?

- This question will help transition into the following slide
- Encourage participants to share any and all knowledge they might have on these medications
- 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 14-16 - Anti-Seizure Medication, Side-Effects and Affect On My Bones

- Review these slides briefly describing anti-seizure medication, their side-effects and how it will impact those prescribed and briefly compare these slides to the responses you received from the previous question and highlight the aspects that were successfully identified.
- Encourage participants to complete the appropriate section of their **Medications that Decrease Bone Health - Workshop Guide**

Slide 17 - Proton Pump Inhibitors

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



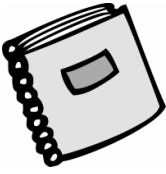
Who can tell me what a Proton Pump Inhibitor is used for?

- This question will help transition into the following slide
- Encourage participants to share any and all knowledge they might have on these medications
- 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 18 - Proton Pump Inhibitors (PPI)

- Review the slide briefly describing Proton Pump Inhibitors, their side-effects and how it will impact those prescribed and briefly compare these slides to the responses you received from the previous question and highlight the aspects that were successfully identified.
- Encourage participants to complete the appropriate section of their **Medications that Decrease Bone Health - Workshop Guide**

Slide 19 - Cool-down Activity



- Encourage participants to review their Self-Evaluation Quiz from the starter activity in their **Medications that Decrease Bone Health - Workshop Guide** and then complete the right side of the chart to identify what they have learned during the workshop in comparison to what they thought they knew before the workshop
- Once they have completed this, have participants work with the person beside them to discuss the following questions:
 - What did you learn in the workshop?
 - What did you find surprising about the information presented?
 - What do you want to learn more about?
 - What will you do next with this new knowledge?
- 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...