

2017 ThinkFirst Conference on Injury Prevention: Promoting a Culture of Safety

TOPIC and CONTENT OUTLINE (Topics)	TIME FRAME (if live)	PRESENTER/ AUTHOR	TEACHING METHODS/LEARNER ENGAGEMENT STRATEGIES
Provide an outline of the content	Approx. time required	List the Presenter/Author	List the learner engagement strategies to be used by Faculty, Presenters, Authors
<p>ThinkFirst History & Overview</p> <ul style="list-style-type: none"> • Review ThinkFirst History • Review ThinkFirst infrastructure • Outline ways to network • Outline different government levels of networking resources • Review National Perspective • Review impact • Describe the overall history and infrastructure of the ThinkFirst program. • Evaluate networking opportunities within the local, state and national arenas. • Review national injury statistics • Explain the significant impact of ThinkFirst educational programs in preventing traumatic injury 	45 Minutes	Jill Braselton, Kayt Zundel	Lecture / PowerPoint / Q&A / Evaluation Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov
<p>ThinkFirst for Kids</p> <ul style="list-style-type: none"> • Kids curriculum content • Explore venue options • Explore creative instruction • Review age appropriate learning strategies • Build a basic understanding of the education components required to reach elementary age children. • Instruct on new and creative ways to learn kids curriculum. 	45 Minutes	Jill Braselton	Lecture / PowerPoint / Q&A / Evaluation Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov ThinkFirst for Kids curriculum

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<p>ThinkFirst for Youth</p> <ul style="list-style-type: none"> • Build a basic understanding of the education components required to reach a middle school age children. • Instruct on new and creative ways to learn youth curriculum. • Review youth curriculum content • Explore venue options • Explore creative instruction • Instruct on age appropriate learning strategies 	<p>45 Minutes</p>	<p>Jill Braselton</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov ThinkFirst for Youth curriculum</p>
<p>Thinkfirst For Teens 45 minutes</p> <ul style="list-style-type: none"> • Review Teen curriculum content • Outline age appropriate learning strategies • Build a basic understanding of the education components required to reach a teen audience. • Instruct on new and creative ways to learn curriculum. • Review engagement strategies for unique teen population. 	<p>45 Minutes</p>	<p>Kim Greene</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov ThinkFirst for Teens curriculum</p>
<p>ThinkFirst About Concussion</p> <ul style="list-style-type: none"> • Build a basic understanding of concussion and why prevention is so important to our youth. • Instruct on new and creative ways to reach student athletes with ThinkFirst concussion prevention tips Concussion impact on student athletes • Explore venue options 	<p>15 Minutes</p>	<p>Kim Greene</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov ThinkFirst for Concussion curriculum</p>

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<ul style="list-style-type: none"> • Explore creative instruction 			
<p>ThinkFirst to Prevent Falls</p> <ul style="list-style-type: none"> • Identify falls as a public health problem. • Illustrate why older adults are vulnerable to falls. • Review key prevention strategies that could reduce falls in older adults • Explain how to utilize ThinkFirst programs to reduce falls in older adult population. 	15 Minutes	Kayt Zundel	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov ThinkFirst to Prevent Falls curriculum</p>
<p>Research & Evaluation; Public Policy Support</p> <ul style="list-style-type: none"> • Illustrate local, state and national policy support for injury prevention. • Instruct on gathering statistical data to support chapter programs. 	15 Minutes	Kayt Zundel	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov</p>
<p>ThinkFirst Website; Logo Guidelines</p> <ul style="list-style-type: none"> • Examine key information and resources to be found on national ThinkFirst website. • Instruct on the required guidelines of logo usage. • Outline helpful resources 	30 Minutes	Bonnie Muntz-Pope	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org</p>
<p>Strategic Planning, Networking and Coalition Building - Chapter Development</p> <ul style="list-style-type: none"> • Identify methods to form coalitions and partnerships to benefit program development. • Examine variety of stakeholders involved in networking. 	30 Minutes	Bonnie Muntz-Pope	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov</p>

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<p>Marketing</p> <ul style="list-style-type: none"> • Review marketing strategies to benefit program development • Examine ways to collect statistics 	<p>15 Minutes</p>	<p>Bonnie Muntz-Pope</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov</p>
<p>Budgeting and Funding</p> <ul style="list-style-type: none"> • Explore operational versus philanthropic funding • Explain the benefits of philanthropy and grants to help fund programs • Review general grant process and submission of grants 	<p>15 Minutes</p>	<p>Mary Kunz</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org , www.cdc.gov , www.nhtsa.gov</p>
<p>Voices for Injury Prevention:</p> <ul style="list-style-type: none"> • Explore successful strategies to reach teen audiences. Illustrate history of voices for injury prevention (VIP) • Recognize benefit of having VIP spokesperson on your team. • Identify three challenges in providing relevant VIP presentatons. • Explain VIP messaging included in ThinkFirst pertaining to concussion. • Review variety of methods to use the VIP program to successfully reach teen audiences. 	<p>60 Minutes</p>	<p>Mary Kunz</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity: www.thinkfirst.org</p>
<p>Training Evaluation</p> <ul style="list-style-type: none"> • Examine presenters and their ability to effectively communicate their materials. • Evaluate training content • Evaluate method of instruction • Evaluate meeting of learning objectives 	<p>15 Minutes</p>	<p>Jill Braselton</p>	<p>Evaluation tool / survey monkey to examine presenters and their ability to effectively communicate their materials.</p>

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<p>Road to Zero</p> <ul style="list-style-type: none"> • Review ThinkFirst strengths: <ul style="list-style-type: none"> ○ Programs and materials are evidence-based and are well-received by students and teachers ○ Large number of chapters reach more than 500,000 students annually • Review ThinkFirst weaknesses: <ul style="list-style-type: none"> ○ Behavioral tests indicate students do not wear helmets or recognize dangers of texting to the degree we would hope they would ○ There are many students/schools without access to ThinkFirst programs • Discuss ThinkFirst future goal: <ul style="list-style-type: none"> ○ Develop a means for parent education and participation in helping their entire family use safe behaviors, including bicycle helmet use and safe driving practices. ○ Work toward making ThinkFirst programs accessible to all schools in your state, by increasing the number of chapters and/or the number of programs provided by chapters 	<p>60 Minutes</p>	<p>Alexander Epstein</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>List the evidence-based references used for developing this educational activity:</p> <ol style="list-style-type: none"> 1. The latest CDC Youth Risk Behavior Study 2. Studies on helmet use presented at this conference 3. ThinkFirst Annual Surveys, for the number of ThinkFirst chapters and presentations given
<p>Vision Zero Los Angeles: Eliminating Traffic Deaths by 2025</p> <ul style="list-style-type: none"> • Examine national highway safety statistics. 	<p>60 Minutes</p>	<p>Brian Oh</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p>

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<ul style="list-style-type: none"> • Identify the role of fatigue in transportation crashes and identify potential strategies to reduce those safety risks. • Identify the role of distracted driving in transportation crashes and identify potential strategies to reduce those safety risks. • Review components of the Los Angeles Department of Transportation Vision Zero strategic plan to include the use of data to inform street design and environmental factors. • Review the anticipated implementation time-line. • Identify ways government can partner with health professionals to improve traffic safety, reduce collision injuries and ultimately eliminate traffic deaths. 			<p>www.bts.gov/ , www.dot.ca.gov/hq/tpp/offices/ogm/commercial_vehicles.html www.cdc.gov www.nhtsa.gov</p>
<p>First Impact: A Parent GDL Awareness Program</p> <ul style="list-style-type: none"> • Describe the background of the development of the First Impact GDL program for parents. • Summarize long-standing history of partnership with MoDOT • Communicate the research behind low parental awareness of MO GDL law • Describe the process of the literature review and use of national experts to design the program • Describe and justify each component of the First Impact program • Describe one component of the Missouri-based First Impact GDL program for parents. 	<p>30 Minutes</p>	<p>Deana Dothage</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>(2013) Governors Highway Safety Association (GHSA). "Promoting parent involvement in teen driving." (2009) The Children’s Hospital of Philadelphia Research Institute. "Driving through the eyes of teens." (2015) Fischer, Pamela S. "Under their influence, the new teen safe driving champions."</p>

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<ul style="list-style-type: none"> • Describe at least two outreach strategies used to recruit parents to attend a First Impact GDL class. • Explain challenge of recruiting parents to attend the First Impact GDL program • Communicate 3 effective strategies used to recruit parents to attend programs • Communicate 2 strategies that didn't prove helpful in recruiting parents. 			
<p>VIP's: A World of Opportunities</p> <ul style="list-style-type: none"> • Identify questions that may arise and be difficult for VIP's to answer • Identify barriers and processes for directors in assisting and preparing VIP's for the tough questions. • Describe various approaches in answering the tough questions. • Identify general prevention messages in all ThinkFirst presentations. • Identify challenges in providing relevant VIP presentations. • Explain VIP messaging included in a ThinkFirst about violence presentation. 	120 Minutes	Mary Kunz, Dale Spencer	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>www.thinkfirst.org</p>
<p>ThinkFirst for Baby</p> <ul style="list-style-type: none"> • Communicate knowledge and awareness of infant safety injury prevention; Child Development, Home Safety, Child Passenger Safety, Family Safety • Demonstrate ability to incorporate concepts and identify potential hazards of injury prevention 	60 Minutes	Stephanie Lambers, Krista Jones, Katie Walro, Jill Braselton	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>Unsafe from the Start: Serious Misuse of Car Safety Seats at Newborn Discharge</p>

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<ul style="list-style-type: none"> Review core content areas within the Think For Your Baby (TFFYB) program Educate and communicate implications of infant safety injury prevention practices. Review basic injury prevention terms related to the core concepts of the TFFYB program 			<p>Benjamin D. Hoffman, MD, Adrienne R. Gallardo, MA, and Kathleen F. Carlson, PhD</p> <p>Journal of Pediatrics 2015</p> <p>www.pediatrics.org/cgi/doi/10.1542/peds.2011-2284 SIDS and Other Sleep-Related Infant Deaths: Expansion of Recommendations for a Safe Infant Sleeping Environment</p> <p>Sudden Infant Death Syndrome: An Update R. Moon; L.Fu Pediatrics in Review 2012; 33: 314 DOI;10.1542/pir.33-7-314</p>
<p>Child Passenger Safety</p> <ul style="list-style-type: none"> Identify the four types of car seats per the National Highway Traffic Safety Administration’s guidelines. Review information regarding correct selection of car seat types will be presented, addressing age, weight/height, and developmental level of child to determine best fit. Describe safest direction and location of a child restraint in a vehicle based on occupant’s age, weight/height and development. Explain necessary steps to take to appropriately secure a child in a car seat. Review evidence and statistics on safest travel for children including correct direction of child restraint and seating location in vehicle will be presented. Demonstrate safety standards for correctly securing a child in a car seat. 	<p>60 Minutes</p>	<p>Jill Braselton, Nancy Kyrouac</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>https://www.safekids.org/ultimate-car-seat-guide/</p> <p>https://www.safercar.gov/parents/carseats/Car-Seat-Safety.htm?view=full</p> <p>https://www.healthychildren.org/English/safety-prevention/on-the-go/Pages/Car-Safety-Seats-Information-for-Families.aspx</p>

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<p>This segment will include both rear and forward-facing guidelines and manufacturer recommendations for correct use.</p> <ul style="list-style-type: none"> • Explain key safety tips parents should remember when driving with their children. • Review tips for caregivers on teaching safe travel to children including seat belt use, cell phones and aggressive behaviors. 			
<p>Evaluation</p> <ul style="list-style-type: none"> • Examine presenters and their ability to effectively communicate their materials. • Evaluate training content • Evaluate method of instruction • Evaluate meeting of learning objectives 	15 Minutes	Lori Sheridan	Evaluation tool / survey monkey to examine presenters and their ability to effectively communicate their materials.
<p>Identifying and preventing injuries of the future: saving ourselves from technology</p> <ul style="list-style-type: none"> • Review new technologies, cellular, automotive, computer • Identify injuries falls, collisions, electrical, information overload • Review techniques for avoiding injury, preventing electrical injury, and the need to avoid multitasking when operating machinery or at risk 	30 Minutes	Mark Spatola, MD	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>www.cdc.gov</p> <p>www.nhtsa.gov</p> <p>www.oregon.gov/odot</p> <p>https://www.aaafoundation.org/research</p>

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<ul style="list-style-type: none"> Identify the risks of hacking and review preventative strategies to protect from hacking 			
<p>ThinkFirst International</p> <ul style="list-style-type: none"> Review the role of international chapters in extending injury prevention across the work. Review the history of ThinkFirst Mexico. Review the epidemiology of TBI in Mexico. Examine the role Mexican culture plays in reaching overall injury prevention goals. Review the history of ThinkFirst Honduras. Review the epidemiology of TBI in Honduras. Examine the role Honduran culture plays in reaching overall injury prevention goals. 	30 Minutes	Roberto de Leo, MD and Angel Velasquez, MD	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>www.thinkfirst.org</p>
<p>Brain Injury and Sports: Understanding the Risk Benefit</p> <ul style="list-style-type: none"> Explain risks of brain injury to include epidemiology, associations versus causations. Discuss risks of brain injury in the context of sports. Explain the history of CTE Discuss the risk/benefit ratio of sports play and how those risks might be mitigated 	45 Minutes	Uzma Samadani, MD	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>www.cdc.org</p> <p>www.thebarrow.org</p> <p>www.aap.org</p>

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<ul style="list-style-type: none"> • Understanding the risk-benefit ratio in youth sports given the recent media awareness of sport related concussion • Present an up to date review of the literature on CTE and other 			<p>Chronic Traumatic Encephalopathy in Athletes: Progressive Tauopathy following Repetitive Head Injury. J Neuropathol Exp Neurol. 2009 Jul; 68(7): 709–735.</p>
<p>Distracted Driving Interventions</p> <ul style="list-style-type: none"> • Identify the types of distracted driving, and prevalence across ages and genders; cell phones, hands free, hands held and texting, applications (apps), other electronic devices, passengers • Review the prevalence variation by age, gender, occupation and geographic location • Outline the current legislation regarding distracted driving, citing strengths and weaknesses. • Legislative attempts to reduce distracted driving: hands free, hands held, texting, navigation devices, voice to text, text stops. • Demonstrate the ability to cite effective distracted driving behavior change strategies at the individual, group and societal level. • Outline of behavioral interventions: counseling, media campaigns, legislation, work-based policies, group lectures, community interventions, physician and health professional education 	<p>60 Minutes</p>	<p>Linda Hill, MD, PhD, Police Officer Jake Sanchez (LAPD)</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>Farmer CM, Braitman KA, Lund AK. Cell phone use while driving and attributable crash risk. <i>Traffic Inj Prev.</i> 2010; 11(5):466-470</p> <p>Ishigami Y, Klein R. Is a hand's free phone safer than a hand held phone? <i>J Safety Res.</i> 2009; 40(2):157-64</p> <p>Jacobson PD, Gostin LO. Reducing distracted driving: regulation and education to avert traffic injuries and fatalities. <i>JAMA.</i> 2010; 303(14):1419-20</p> <p>Just A, Keller T, Cynkar J. A decrease in brain activation associated with driving while listening to someone speak. <i>Brain Research.</i> 2007; 1205:70-80</p>
<p>Recruiting and Coaching Volunteers and VIP Speakers</p>	<p>45 Minutes</p>	<p>Holly Adnan</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p>

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<ul style="list-style-type: none"> • Review community locations where one could recruit volunteers from with contacts and approaches for each to include; Hospitals, High Schools, Community Members, Colleges • Identify specific websites, review what they provide and demonstrate how to navigate them. • Identify two specific methods that can be used for a program’s orientation, training, and ongoing education. • Describe three different methods for the training, coaching and management of VIPS. • Review variety of ways to display volunteer appreciation. 			<p>Evidence-based references used for developing this educational activity:</p> <p>www.thinkfirst.org</p> <p>http://www.cdc.gov/steady/ www.signupgenius.com</p> <p>www.signup.com</p> <p>ThinkFirst VIP Video</p>
<p>ThinkFirst to Prevent Falls (TFTPF)</p> <ul style="list-style-type: none"> • Identify national statistics related to incidence of falls in the older adult, injuries caused by the falls and consequences of injuries related to fall in the older adult. • Discuss the need for a fall prevention program including statistics for older adult falls such as the number of older adult falls per year, injuries related to falls and the potential consequences of injuries • Describe an overview of the components of the TFTPF (ThinkFirst to Prevent Falls) program. • Review the TFTPF curriculum 	<p>45 Minutes</p>	<p>Kathy Boyer, Kayt Zundel</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>www.thinkfirst.org</p> <p>http://www.cdc.gov/steady/</p> <p>https://go4life.nia.nih.gov/</p> <p>https://www.nia.nih.gov/health/publication/safe-use-medicines/learn-more-about-medicine-safety</p>

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<ul style="list-style-type: none"> • Identify and review the 6 main concepts of the program including: exercise, medication management, communication with physician, environmental safety, importance of eyesight and nutrition and hydration a. Review the key elements required to implement the TFTP program: Advertising, Location, Equipment needed, Time management, Suggested Handouts • Demonstrate available resources and how to find them on the ThinkFirst Website • Review methods for compiling the data, the logistics for completing the evaluation during the presentation and possible post-survey data collection 			<p>https://www.nia.nih.gov/health/publication/talking-your-doctor/opening-thoughts-why-does-it-matter</p>
<p>ThinkFirst About Concussion: Presentation Preparedness</p> <ul style="list-style-type: none"> • Build a basic understanding of concussion and why prevention is so important to our youth. • Identify new and creative ways to reach student athletes with ThinkFirst concussion prevention tips <ul style="list-style-type: none"> ○ Review the impact of concussion on student athletes ○ Describe venue options ○ Explore creative instruction 	<p>30 Minutes</p>	<p>Kim Greene</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p> <p>www.thinkfirst.org www.aap.org www.cdc.org</p>
<p>Chapter Round Tables: Grant Writing, Brain Activities for Events, ThinkFirst About Concussion, ThinkFirst for Your Baby, ThinkFirst to Prevent Falls</p>	<p>90 Minutes</p>	<p>Jill Braselton, Kayt Zundel, Kim Greene, Stephanie Lambers, Krista Jones, Kahyra</p>	<p>Lecture / PowerPoint / Q&A / Evaluation</p> <p>Evidence-based references used for developing this educational activity:</p>

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<ul style="list-style-type: none"> • Educate on activities and review display options to use at events • Review methods for translating scientific data into activities to cover multiple community learning styles. • Explain how our chapter utilizes brain models and activities at community events; Purpose of using brain models, Description of activities, Alternatives to activities that can be utilized • Demonstrate how activities relate/mimic the effects of brain injury; Show how activities work, Let attendees try activity, Explain how activity relates to brain injury • Identify and explain the different types of literature displayed at table for use at events; Show examples of literature used, Explain the relevance of literature, Give examples of potential literature that can be used at events 		<p>Ramirez, and Kathy Boyer</p>	<p>Feinstein, S. (2002). Performance Assessment in Juvenile Correction Education Programs. <i>Journal Of Correctional Education</i>, 53(1), 9-12.</p> <p>www.thinkfirst.org</p> <p>www.cdc.org</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • Examine presenters and their ability to effectively communicate their materials. • Evaluate training content • Evaluate method of instruction • Evaluate meeting of learning objectives 	<p>15 Minutes</p>	<p>Lori Sheridan</p>	<p>Evaluation tool / survey monkey to examine presenters and their ability to effectively communicate their materials.</p>
<p>ThinkFirst to Prevent Falls: Community Class for Conference and Attendee Observation</p> <ul style="list-style-type: none"> • Demonstrate ThinkFirst for Falls Program • Review Brain Anatomy & Function • Review Concussions • Discuss Fall Prevention Methods • Explain Drug Interaction 	<p>150 Minutes</p>	<p>Kayt Zundel, Kahyra Ramirez</p>	<p>Lecture / PowerPoint / Q&A / Demonstration / Discussion / Role-play / Handouts</p> <p>Evidence-based references used for developing this educational activity:</p>

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<ul style="list-style-type: none"> • Describe the Impact of Vision and Osteoporosis • Review Environmental Changes • Identify Exercises for Strength, Balance, Endurance • Review steps those at risk for falls can take to make life style changes to help them become stronger and to prevent falling 			<p>www.thinkfirst.org</p> <p>http://www.cdc.gov/steady/</p> <p>https://go4life.nia.nih.gov/</p> <p>https://www.nia.nih.gov/health/publication/safe-use-medicines/learn-more-about-medicine-safety</p> <p>https://www.nia.nih.gov/health/publication/talking-your-doctor/opening-thoughts-why-does-it-matter</p>
<p>Evaluation</p> <ul style="list-style-type: none"> • Examine presenters and their ability to effectively communicate their materials. • Evaluate training content • Evaluate method of instruction • Evaluate meeting of learning objectives 	15 Minutes	Lori Sheridan	Evaluation tool / survey monkey to examine presenters and their ability to effectively communicate their materials.
<p>List the evidence-based references used for developing this educational activity: References are listed individually in the education planning table above.</p>			