



# How to Use the Education Toolkit

Welcome to the Education Team's section of the RAVEN Toolkit. Throughout the past eight years the Jewish Healthcare Foundation, the lead education partner for the RAVEN initiative, has provided education and coaching to improve the quality of care, resident outcomes, and reduce avoidable hospitalizations among long-stay nursing facility residents in Pennsylvania.

Click on a link below to learn more:



Learning Styles



Adult Learning



Elements of an Education Session



Mode of Delivery



Using Visuals



Resources to Support Education Sessions



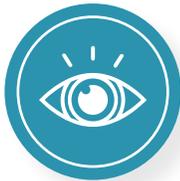
JHF Education Examples

# Learning Styles

Understanding how different people learn is important when designing and delivering education and training. You want employees to retain the information and put the new knowledge and ideas into practice in the workplace. Keep in mind adults learn differently than children. Adults have accumulated experiences that enrich their education. They can compare and contrast new knowledge against past learning. Here are a few points to remember about the adult learner:

- Decide for themselves what is important to learn
- Need to validate information based on their beliefs and experiences
- Expect what they are learning to be immediately useful
- Have much experience upon which to draw – may have fixed viewpoints
- Significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

Adults have unique needs that should be taken into consideration when developing curriculum. Typically, no one learner will possess a single way of learning, rather we all have varying degrees of all styles. It happens that the one you rely on most is your preferred learning style. In healthcare, it is important to rely on all your senses when providing quality care.



See



Hear



Touch



Smell



Taste

Determining an individual's natural habitual and preferred ways of absorbing, processing, retaining new information and skills is an important step creating a high-quality skilled workforce.

See the next page to take the **Learning Style Assessment** and find out what is your preferred learning style.



# Learning Style Assessment

## What is your Preferred Learning Style?

This is a quick way to discover your preferred learning style. This will give you a better understanding of yourself as a learner and help you figure out what strategies might be more helpful when you are learning new things.

Read the statements below and check the appropriate box to the right to indicate how often it applies to you:	OFTEN	SOMETIMES	SELDOM
1. Remember more about something when someone talked about it and gave an oral report, allowing discussion & questions			
2. Like to have things written on the board, on handouts, or to have visual aids to describe a process or procedure			
3. Like to write things down and take notes for review later			
4. Prefer to use posters, models, or actual practice and doing activities in training sessions			
5. Require explanations of graphs, diagrams, or visual directions			
6. Enjoy working with my hands or making things			
7. Am skillful and enjoy developing and making charts and graphs			
8. Can tell if sounds match when they are presented in pairs			
9. Remembers things best by writing them down several times			
10. Can understand and follow directions on maps			
11. Do better with academic subjects by listening to tapes and lectures			
12. Play with coins or keys in pockets while listening			
13. Learn to spell better by repeating the words out loud than by writing them down on paper			
14. Can better understand a news article by reading about it in the paper rather than by listening to it on the radio			
15. Chew gum, smoke or snack during study time			
16. Think the best way to remember something is to picture it in my head			
17. Learn spelling by "finger spelling" words			
18. Would rather listen to a lecture or speech than read the same material in a book			
19. Am good at working and solving jigsaw puzzles and mazes			
20. Hold on to things while studying			
21. Prefer listening to the news on the radio than reading it in the newspaper			
22. Obtain information on interesting subjects by reading relevant information			
23. Use my hands or body to count off or remember information in lists, go through actions in procedures to remember them			
24. Follow oral discussion better than written ones			



# Learning Style Assessment

## Scoring your assessment

Each questions of the assessment corresponds with a learning style. Depending on which box you checked, give yourself the appropriate number of points:

**OFTEN = 5**

**SOMETIMES = 3**

**SELDOM = 1**

VISUAL	
2.	
3.	
7.	
10.	
14.	
16.	
19.	
22.	
<b>TOTAL</b>	

AUDITORY	
1.	
5.	
8.	
11.	
13.	
18.	
21.	
24.	
<b>TOTAL</b>	

TACTILE	
4.	
6.	
9.	
12.	
15.	
17.	
20.	
23.	
<b>TOTAL</b>	

## Reflective questions to consider for yourself:

What are your preferred styles? (where did you score the highest)

How strong are your preferences?

Do you have styles you do not use?

What does this mean when you are trying to learn something new?

What will help?

What will not help?

What strategies can you use to get the information into your daily routine and habit?

# Learning Style Assessment



## Visual

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**I see what you mean. Learn by reading or seeing pictures.**

**Picture what you are learning in your head**

**Like to see what you are learning – watching demonstrations**

**Remembers faces**

**TIPS:**

- Sit near the front of the classroom
- Avoid distractions
- Visualize what you are learning – things you hear or what you read
- Keep a pen and paper handy
  - Draw pictures to help explain new concepts
  - Color code information



## Auditory

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**I hear what you are saying. Understand and remember things you have heard.**

**Store information by the way it sounds**

**Understands spoken instructions better than written**

**Enjoys dialogue – small group discussion**

**May move lips, hum, sub-vocalize (in your own words)**

**Remembers names**

**TIPS:**

- Sit where you can hear
- Read out loud
- Talk things through



## Kinesthetic

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**Just do it! Learns by touching and doing.**

**Hands on training – active and direct involvement**

**- Touch, move, build, draw**

**Speaks with hands and gestures**

**Needs to move around – difficulty sitting**

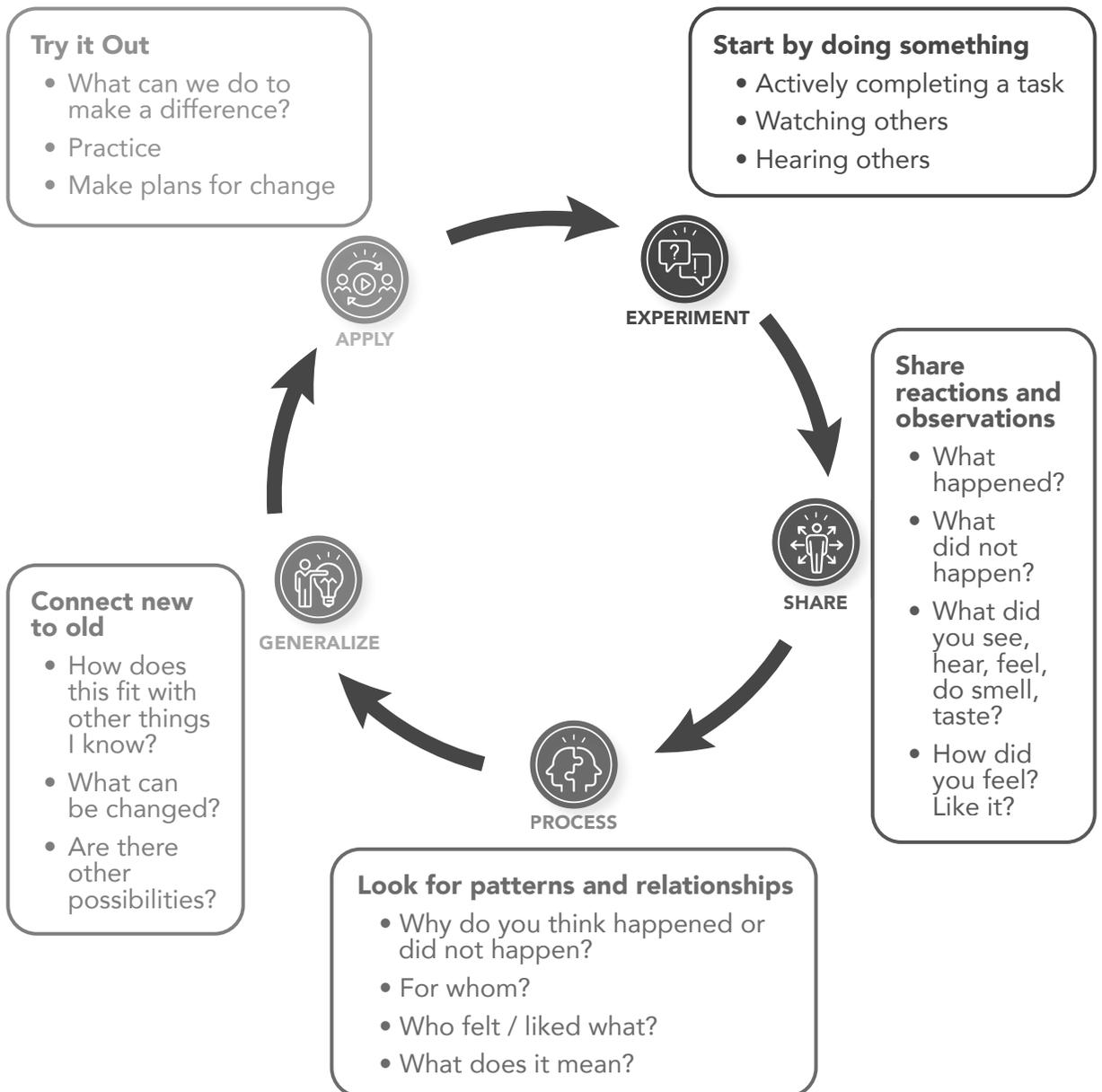
**Likes to take things apart and put together**

**TIPS:**

- Involve in training
- Frequent short breaks
- Variation of activities
- Actively learns
  - Walking around
  - Tapping pencil
  - Shaking foot
  - Holding something

# Adult Experiential Learning Cycle

Actively engaging staff in their learning is referred to as experiential. Learning activities should be designed to recognize the knowledge and experience that people bring to their role. Rather than lecturing or telling, you can set up actual experiences that enable participants to draw on their own conclusions, to examine their own attitudes, to get excited about a new idea, to see a skill in action, to learn from other participants and practice new ways of behaving.





# Elements of an Education Session

As instructors, we don't always think of ourselves as instructional designers, even though we do it all the time! Perhaps you have found yourself in a position where the instructional materials you were provided were not well suited for adult learners as they could be. Or, you found yourself in a position where you had to modify the materials to fit a specific audience. Both examples involve the skill of instructional design.

This section will give you a basic knowledge of the elements of an education session and enable you to recognize and apply basic, effective instructional design methods. Every education session, regardless of the mode, has the same core elements.

**OBJECTIVES | THE HOOK | CONTENT | APPLICATION | CLOSING | TAKEAWAY**



## Objectives - The Why

As mentioned in previous sections, adult learners have different motivations and ways of learning new information. Adult learners want to know the "why" as well as the "how." Why do they need the information or the skill? What will be the reward? How will giving their time impact their job?

Always start your educational session by sharing the "why" or learning objectives of the session. For example, let's say there is a new policy related to how nurses provide wound care. As the instructor, I would begin by sharing we are here because of the new policy and list the specific outcomes or "what will I get out of this." At the end of the session, learners will be able to 1.) Explain the new policy. 2.) Perform a return demonstration of the new wound care technique. 3.) Identify where wound care supplies will be located on the community.

### A few tips for creating learning objectives:

- Identify what you want the learners to take away from the session. You can think of it as, "After participating in today's session, learners should be able to..."
- Use an active verb at the beginning of the objective to describe what you want to measure.
- Make the learning objectives simple and clear for all learners.

# Elements of an Education Session



## Hook - Capture Attention

After you share the why, you will want to gain the attention of the learners. Begin your education session with the hook. The hook is an attention-getting device that you use to help learners engage from the outset. To a large extent, the first few moments of a session determine the outcome and impact level.

The hook should be compelling enough to encourage learners to set aside thinking about other tasks and to focus on the content of the session. If you create engagement at the beginning, learners are likely to try to stay with you throughout the session.

**There are many different approaches to the hook, including the following:**

- Share an icebreaker
- Complete a brief activity
- Tell a story
- Role-play a scenario
- Use a quote and discuss
- Show a statistic
- Ask hypothetical or open-ended questions



## Content - Anchor to Work

The content represents the information you would like to share or elicit from the learners. With adult learners, you will encounter unique expectations, demands, and challenges. The key is to make accommodations where possible and design sessions in a manner that is most effective and engaging for the learners.

When designing your session, you will want to anchor, or connect, the topic you're teaching to the learner's experience. This ensures relevancy for your learners and begins to indicate to them why this information is important to them right now. The more the learners see how the new information is relevant to their work, the more likely they will be motivated to learn.

# Elements of an Education Session



## Application - Try it Out

Adult learners tend to have a low tolerance for sitting and listening. As an educator, you can reinforce learned content through application. For example, case scenarios and role plays can be used in a variety of ways to encourage problem solving and to practice new skills. Adults learn best when learning activities are varied to account for the different learning styles.

**Some tasks and skills lend themselves to interaction more easily than others, so you may have to be creative or consider having a co-presenter. See below for some application ideas:**

- Encourage/ use questions and provide answers
- Facilitate large or small group discussion
- Involve learners in a brainstorming activity
- Role-play a scenario or simulation
- Illustrate with a case study
- Create learning stations or skills fair

Remember to tap into the experiences of your adult learners to help you introduce interactivity!



## Closing - What was Learned

Learning is enhanced if learners are given a chance to reflect, review, and personally relate to the material.

**Some examples of closing activities include:**

- Review – Revisit the class learning objectives
- Summary – Ask learners to summarize what they have learned or share their key takeaway
- Explore Confusion – Ask learners where they may still have points of confusion. Ask questions and provide answers as necessary.
- Preview – If there will be additional sessions on the same topic, you can begin to prep learners for what will happen next. For example, if you are providing instruction on a new policy, you can share with the learners when the policy will go into effect. If you are teaching a systems review and you started with cardiovascular, prepare the group by sharing the next system for review and the anticipated session dates.

# Elements of an Education Session



## Takeaway - Provide a Visual

A takeaway provides your learners the opportunity to reflect and review key messages from the education session. Handouts are especially useful if your presentation was highly technical, complex, or contained many concepts.

When providing a takeaway, think of it as an extension of your education session. Pay attention to the quality and design of the handout. Avoid putting so much information on a single page that your handout begins to look like a textbook.

Use simple, readable font type. Organize and break out dense information into images, tables, or other illustrations, following the same design rules you did in preparing your PowerPoint slides. Create consistency by using the same images, colors, and font type as well. Make the handout appealing to the eye and able to be understood at a glance.

# Mode of Delivery

Adult education can be delivered through many different forms, or modes. When determining which mode of delivery may deliver the best experience, it is important to consider the following factors:



**Learning Objectives**



**Learning Styles**



**Length of Time Allotted**



**Ideal Location**

During the RAVEN Initiative, the Jewish Healthcare Foundation deployed multiple modes of education centered on the considerations above and basic adult education principles. In general, adult learners have less time available to be engaged in learning due to their many responsibilities. The time they spend in an educational experience must be viewed as a worthwhile investment of their time. Below you will find several modes of education you can try in your organization.

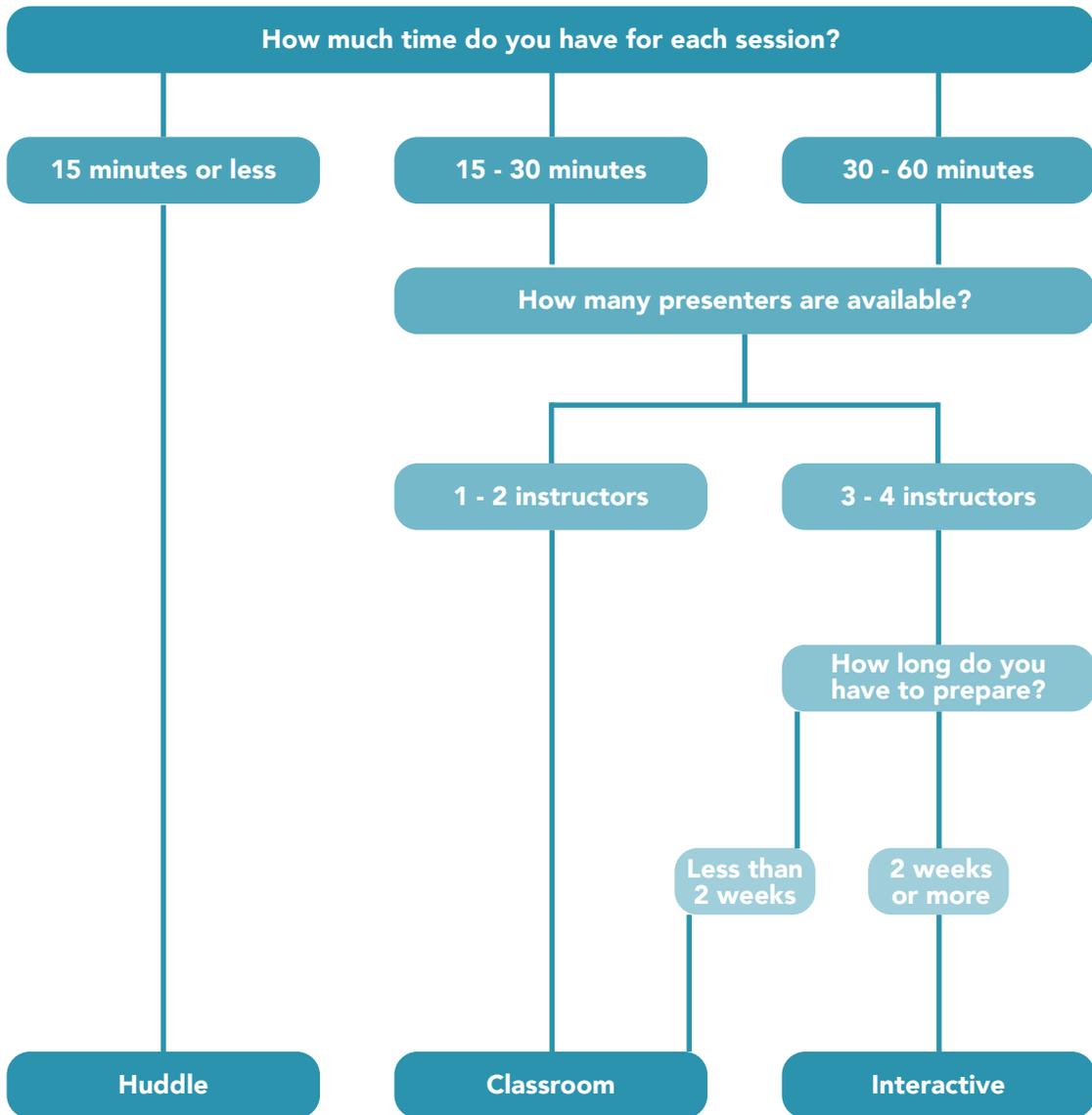
		
<p><b>Classroom</b></p> <p><b>Description:</b> A traditional approach in which the instructor provides face to face instruction to team members, relying on the instructor as the main source of information.</p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Allows instructor to cover a large amount of content at one time</li> <li>• Ability to reach multiple learners in one setting</li> <li>• Ideal for sharing new information or policies, and meeting regulatory requirements</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Not ideal for all learning styles</li> </ul>	<p><b>Huddle</b></p> <p><b>Description:</b> A brief, 15 minutes or less, meeting in which a small group of team members gather to learn or share in a location close to where they work.</p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Promotes discussion and rapid fire quality improvement</li> <li>• Time efficient</li> <li>• Ideal for updates on policies, obtaining feedback, and educational reminders</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Potential for noise/ outside factors to impact session (IE: Calllights, phone calls)</li> </ul>	<p><b>Interactive</b></p> <p><b>Description:</b> A hands on approach to aide team members to become more engaged and strengthen critical thinking skills.</p> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• Engages multiple learning styles at one time</li> <li>• Promotes active participation</li> <li>• Ideal for learning new skill(s), practicing a new technique, and role playing scenarios</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• Requires time to design creative content</li> <li>• Potential need for additional instructors (IE: Skills Fair)</li> </ul>

# Mode of Delivery



## Delivery Decision Tree

Determining which type of mode of delivery to use can be challenging. Use the decision tree below to help you decide which mode is best suited for your session.



# Using Visuals

Education activities can be enhanced by using visuals to aid in the delivery of content because they can stimulate the learner's interest and help educators explain concepts more easily. There are several different types of visuals that can be useful, including:



**PowerPoint**



**Handout**



**Video**



**Poster**

The different types of visuals can be used on their own in conjunction with each other to support the learning objectives of an education session. Below are some basic tips for creating and using each type of visual aid.



## **PowerPoint**

PowerPoints, or any type of slide show presentation, are useful when conducting classroom-based learning because they provide the presenter with cues for discussion and can display content in a creative way. PowerPoint presentations allow educators to easily produce colorful, creative designs using built-in templates and a variety of features.

When building a PowerPoint, there are some key strategies that can be used to create an engaging presentation. Below are some of the "Do's" and "Don'ts" of developing any type of slideshow presentation.

### **Keep it Simple**

Effective PowerPoints help guide the presenter through their presentation without displaying all the content that is to be delivered.

### **Tips**

- Follow the "7 x 7" Rule which states that on each slide, there should be no more than seven lines of text and no more than seven words in each line.
- Use words as cues for discussion and interaction rather than to display information.

# Using Visuals

## Utilize Images

Images can be a great way to represent information without text to prevent a crowded slide. You can display a single image as a talking point or use multiple images to support the information on the slide.

### Tips

- Ensure that you are using high-quality graphics and the appropriate image size.
  - For a full-screen image, find pictures that have a resolution of at least 1280 x 720 pixels.
  - Avoid “stretching” images when possible to avoid a grainy or pixelated appearance
- When searching for images on google, use the “Tools” feature to filter your search based on size, color, usage rights, or type.
- Consider placement of images on slides with backgrounds or themes.
  - Avoid placing images with white backgrounds on slides with colored backgrounds
  - Avoid covering slide accents with images (i.e. Do not place an image over a title line or block).

## Apply Available Software Tools

Programs like PowerPoint have various features that can easily improve the look of your presentation. These features can be applied to existing presentations or used during the development of new presentations.

### Tips

- Use a slide design for a ready-made template that you can fill in with information and images as you develop the presentation.
  - The “Design Ideas” function can help add images or creative layouts to any presentation.
- Animations are beneficial to highlight key information or develop natural pauses.

## Stay Consistent

Each slide in your presentation does not have to look the same but they should have similar key features such as designs, themes, and fonts.

### Tips

- Font size and type should be consistent throughout the entire presentation.
  - Larger fonts can be used for page or paragraph titles, but no font should be less than 28-pt font.
  - Use bold, italics, or underline to highlight different points
- Different colors can be used on different slides if design and theme are consistent.

# Using Visuals



## Handouts

Handouts can be utilized in a variety of ways to facilitate and support educational activities. Providing handouts to learners in conjunction with classroom learning can allow educators to highlight key points of a presentation. Handouts can also be useful to guide small-group huddles or station-based learning.

When creating a handout, there are some key principles that you can follow to develop a creative, colorful design. Below are some tips to create high-quality, engaging handouts.

### Keep it Simple & Focused

Effective handouts highlight key information and use visuals to enhance understanding of complex topics. Handouts that are simple and focused can provide information in a more manageable way.

#### Tips

- Keep each handout focused on a single topic or idea to avoid overloading information.
- Multiple handouts can be used if a large amount of information needs to be conveyed.
- Utilize white space to help draw learners' attention to information that you would like to highlight.
- Ensure consistency by choosing similar fonts, colors, shapes, and alignment throughout handout.

### Make it Visual

Using images and charts can enable educators to display a large amount of information to be displayed on handouts.

#### Tips

- Use high-quality graphics and the appropriate image size.
  - Avoid "stretching" images when possible to avoid a grainy or pixelated appearance.
- Infographics with limited text are useful to display statistics or research information.
- Ensure all charts or graphs can be read easily with fonts at least 10-pt or greater.

### Get Creative

Effective handouts find ways to draw in a learner's attention and help them to remember the information that they have read.

# Using Visuals

## Tips

- Choose a creative title or headline to get learner's attention.
- Different sizes or folds can help make handouts more memorable.
- Include a call to action to continue learner engagement after education session.  
This may include:
  - Visiting a helpful website



## Videos

Videos offer a unique opportunity to increase audience engagement and understanding because they can help build background on a topic or enhance understanding about the content. Videos can be effective both when used alone or to support a presentation.

When integrating videos into an education session, it is important to choose the right video and incorporate it into the discussion. Below are some for effectively using videos in your presentations.

## Be Selective

It is important to choose high-quality videos to include in your presentation that enhance learner's engagement during educational activity.

## Tips

- Only use videos that originate from a credible source such as government agencies or professional organizations.
- Avoid outdated videos to ensure that the information provided is accurate and relatable for the audience.
- Choose videos that are short and engaging to keep learners' attention.

## Incorporate Appropriately

Videos should be used to add context or further discussion so how you incorporate them into your presentation is important.

## Tips

- Use videos to promote discussion amongst audience.
  - Pause video or split into clips and elicit reaction from learners as they watch.
  - Ask audience to write down items that stood out and have them share with each other afterwards.
- Choose videos that amplify the key points from your presentation and insert them after discussing topics that you want the learner to remember.
- Use as part of online education or self-paced learning during station-based education.

# Using Visuals



## Posters

A poster can be a useful visual tool when conducting huddles or education stations because they provide a quick, interactive way to display content. An engaging poster can be a fun, creative way to get all learners to actively participate in the education.

When incorporating posters into education sessions, it is important to follow key strategies to enhance the impact for the learner. Below are some tips you can use to develop and incorporate a poster into your education session.

### Make it Visual

Including a combination of pictures and text can make your poster a more effective delivery tool.

#### Tips

- Ensure all the text is consistent and readable.
  - Text should be no less than 24-pt font
- Use a ruler or paper cutter to guarantee clean lines that make the poster look more professional.
- Use lamination to prevent warping or tearing of content when using a physical poster board.

### Get Interactive

Using a poster is a great way to facilitate an interactive learning session when you have a short session time.

#### Tips

- Use the poster as a quiz to gauge knowledge.
  - You can use Velcro to have learners put information or descriptions into different categories.
- Adhere materials that can be flipped up to allow for self-guided learning about different topics.
- Involve staff when developing posters and host a “poster fair” to share their work.



# Resources to Support Education Sessions

Resources to Support Education Sessions	FREE	EXTRA
<b>Presentation Design</b>		
<p><b><u>Google Images</u></b></p> <p>You can search Google for images, just like you can search for websites. For example, you can find an image to use in an upcoming presentation.</p> <p>The second link provides you with step-by-step instructions on how to use Google Images, including how to</p> <ul style="list-style-type: none"> <li>• Find images</li> <li>• Save and download images you find</li> <li>• Find related images</li> <li>• Find information about results in image search</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b><u>The Noun Project</u></b></p> <p>Noun Project contains nearly 3 million icons which can be downloaded and used in presentations or handouts. There is an easy-to-use search bar which allows you to access icons created from around the world. Noun Project is free to use but does require you to create an account in order to download the icon(s).</p> <p>If you would like the ability to change the color of the icon(s) and/or remove the trademark from the bottom of the icon, you can upgrade to NounPro for a flat yearly rate.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b><u>Microsoft PowerPoint</u></b></p> <p>Microsoft Office offers free instructions and instructional videos for PowerPoint. On this site you can access the following helpful resources:</p> <ul style="list-style-type: none"> <li>• Intro to Powerpoint</li> <li>• Slides and Layouts</li> <li>• Present Slideshows</li> <li>• Animation, Video, and Audio</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



# Resources to Support Education Sessions

Resources to Support Education Sessions	FREE	EXTRA
<b>Presentation Design</b>		
<p><b>Venngage</b></p> <p>Venngage is an online tool for creating infographics, reports, and data visualizations. Not a designer? No problem. Whether you're creating infographics, presentations, reports or social media visuals, our customizable templates will help you become a design wiz in a few clicks. First, users choose a template or color scheme, then they can add text, change fonts, and add charts and icons (among many other features). Users can save the infographic as an image or download it as a PDF.</p> <p>Venngage is free but does require you to create an account. To access additional design features, you can upgrade to a business or premium plan for a flat monthly rate.</p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>YouTube</b></p> <p>YouTube is a free video sharing website that makes it easy to watch online videos. You can even create and upload your own videos to share with others. As an instructor, YouTube can be a great location to find instructional videos for how to perform a skill or provide a helpful visual when explaining the body systems. You can embed the YouTube video within your presentation or toggle between PowerPoint and the website.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Educational Topics</b>		
<p><b>Dementia</b></p> <p>Below are resources you can access when designing presentations focused on the topic of dementia. Please note this is not an exhaustive list and you may find additional resources or material. <i>Note: A * indicates some material may cost extra.</i></p> <p>American Stroke Association (Vascular Dementia)- <a href="https://www.stroke.org/en">https://www.stroke.org/en</a></p> <p>The Association for Frontotemporal Degeneration (AFTD)- <a href="https://www.theaftd.org/">https://www.theaftd.org/</a></p> <p>The Alzheimer's Association- <a href="https://www.alz.org/">https://www.alz.org/</a></p> <p>*Positive Approach to Care- <a href="https://www.teepasnow.com/">https://www.teepasnow.com/</a></p> <p>CMS- National Dementia Partnership Toolkit- <a href="https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/SurveyCertificationGenInfo/National-Partnership-Dementia-Care-Resources">https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/SurveyCertificationGenInfo/National-Partnership-Dementia-Care-Resources</a></p> <p>Dementia Friends Pennsylvania - <a href="https://www.dementiafriendspa.org/">https://www.dementiafriendspa.org/</a></p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



# Resources to Support Education Sessions

Resources to Support Education Sessions	FREE	EXTRA
<b>Educational Topics</b>		
<p><b>Communication, Leadership, Customer Service</b></p> <p>Below are resources you can access when designing presentations focused on topics relevant to communication, leadership and customer service. Please note this is not an exhaustive list and you may find additional resources or material. Note: A * indicates some material may cost extra.</p> <p>* Interact- <a href="https://pathway-interact.com/">https://pathway-interact.com/</a>            AMDA- <a href="https://paltc.org/">https://paltc.org/</a>            AHRQ TeamSTEPPS 2.0 for Long-Term Care- <a href="https://www.psnet.ahrq.gov/issue/teamstepps-20-long-term-care">https://www.psnet.ahrq.gov/issue/teamstepps-20-long-term-care</a>            Pioneer Network- <a href="https://www.pioneernetwork.net/">https://www.pioneernetwork.net/</a></p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Infection Control-</b></p> <p>Below are resources you can access when designing presentations focused on topics relevant to Infection Control. Please note this is not an exhaustive list and you may find additional resources or material.</p> <p>Centers for Disease Control and Prevention- <a href="https://www.cdc.gov/">https://www.cdc.gov/</a>            Quality Improvement Organizations' (QIO) Nursing Home Training Session on antibiotic stewardship and prevent Clostridium difficile infections in residents- <a href="http://qioprogram.org/nursing-home-training-sessions">http://qioprogram.org/nursing-home-training-sessions</a>            National Healthcare Safety Network- <a href="https://www.cdc.gov/nhsn/LTC/index.html">https://www.cdc.gov/nhsn/LTC/index.html</a>            Nursing Home Antimicrobial Stewardship Guide- <a href="https://www.ahrq.gov/nhguide/index.html">https://www.ahrq.gov/nhguide/index.html</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Mental Health and Substance Use</b></p> <p>Below are resources you can access when designing presentations focused on topics relevant to Mental Health and Substance Use. Please note this is not an exhaustive list and you may find additional resources or material. Note: A * indicates some material may cost extra.</p> <p>Substance Abuse and Mental Health Services Administration- <a href="https://www.samhsa.gov/">https://www.samhsa.gov/</a>            *Mental Health First Aide- <a href="https://www.mentalhealthfirstaid.org/">https://www.mentalhealthfirstaid.org/</a></p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



# Resources to Support Education Sessions

Resources to Support Education Sessions	FREE	EXTRA
<b>Educational Topics</b>		
<p><b>Nursing</b></p> <p>Below are resources you can access when designing presentations focused on topics relevant to the Nursing Department. Please note this is not an exhaustive list and you may find additional resources or material. Note: A * indicates some material may cost extra.</p> <p>American Heart Association- <a href="https://www.heart.org/">https://www.heart.org/</a>            American Lung Association- <a href="https://www.lung.org/">https://www.lung.org/</a>            National Kidney Foundation- <a href="https://www.kidney.org/">https://www.kidney.org/</a>            Healthline- <a href="https://www.healthline.com/">https://www.healthline.com/</a>            *UpToDate- <a href="https://www.uptodate.com/home">https://www.uptodate.com/home</a>            Mayo Clinic- <a href="https://www.mayoclinic.org/">https://www.mayoclinic.org/</a>            World Health Organization- <a href="https://www.who.int/">https://www.who.int/</a>            National Institutes of Health- <a href="https://www.nih.gov/">https://www.nih.gov/</a>            Johns Hopkins Medicine Health- <a href="https://www.hopkinsmedicine.org/health">https://www.hopkinsmedicine.org/health</a>            MedlinePlus- <a href="https://medlineplus.gov/">https://medlineplus.gov/</a>            AHRQ's Safety Program for Nursing Homes: On-Time Pressure Ulcer Prevention- <a href="https://www.ahrq.gov/patient-safety/settings/long-term-care/resource/ontime/pruprev/index.html">https://www.ahrq.gov/patient-safety/settings/long-term-care/resource/ontime/pruprev/index.html</a></p>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Quality Assurance and Performance Improvement (QAPI)</b></p> <p>Below are resources you can access when designing presentations focused on topics relevant to QAPI. Please note this is not an exhaustive list and you may find additional resources or material.</p> <p>Agency for Healthcare Research and Quality- <a href="https://www.ahrq.gov/">https://www.ahrq.gov/</a>            Quality Improvement Organization (QIO)- <a href="http://www.qioprogram.org/locate-your-qio">http://www.qioprogram.org/locate-your-qio</a>            Institute for Healthcare Improvement (IHI)- <a href="http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx">http://www.ihl.org/resources/Pages/HowtoImprove/default.aspx</a>            Department of Veterans Affairs Root Cause Analysis Lesson- <a href="https://www.patientsafety.va.gov/professionals/onthejob/rca.asp">https://www.patientsafety.va.gov/professionals/onthejob/rca.asp</a>            CMS QAPI At a Glance- <a href="https://www.cms.gov/medicare/provider-enrollment-and-certification/qapi/downloads/qapiataglance.pdf">https://www.cms.gov/medicare/provider-enrollment-and-certification/qapi/downloads/qapiataglance.pdf</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p><b>Regulations and Policy</b></p> <p>Below are resources you can access when designing presentations focused on topics relevant to regulations. Please note this is not an exhaustive list and you may find additional resources or material.</p> <p>CMS Quality, Safety, and Education Portal (QSEP)- <a href="https://qsep.cms.gov/welcome.aspx">https://qsep.cms.gov/welcome.aspx</a> (Click I am a Provider for free access.)            CMS Adverse Events in Nursing Homes- <a href="https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/QAPI/Adverse-Events-NHs">https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/QAPI/Adverse-Events-NHs</a>            Pennsylvania Department of Health (DOH)- <a href="https://www.health.pa.gov/Pages/default.aspx#.WMbFF2_yuUk">https://www.health.pa.gov/Pages/default.aspx#.WMbFF2_yuUk</a>            CMS- <a href="https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/GuidanceforLawsAndRegulations/Nursing-Homes">https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/GuidanceforLawsAndRegulations/Nursing-Homes</a></p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



# Resources to Support Education Sessions

Please click on the icons below to explore examples of handouts the Jewish Healthcare Foundation developed to enhance education.



Behavioral Health



Clinical



Customer Service



Dementia



Documentation



Leadership and Teamwork



Quality Improvement



Skills Fair