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Modifying AHA Stress Management and Physical Activity Modules for Senior Communities

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Stress Management & Exercise 8-Week Lesson Plan

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Stress Management & Exercise 8-Week Lesson Plan

Pre-Week 1:

Distribution of flyers with a schedule for the quarter. Edit and add dates to specify. Might need to communicate ahead of time with resident coordinators.

- Flyer:
 - https://www.canva.com/design/DAF8zMV519E/7MedO-LnJNVpX7ZT_Pr1LQ/edit?utm_content=DAF8zMV519E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Week 1: Stress Education

Preparation:

- Hand out flyers advertising the event beforehand
 - May need to coordinate with resident coordinators
- Review the following:
 - Materials/handouts to teach below
 - What is stress?
 - Common ways to destress
- Print the mindfulness handouts, flyers, coloring pages
 - Students should look through handouts and print the most relevant ones
- Bring laptop/HDMI converter to connect to the community room TV

Materials:

- Poster paper and coloring tools (markers, crayons, colored pencils, etc)
- Teaching materials (ppt, videos):
 - PPT: Stress and the Heart
<https://www.pbrc.edu/training-and-education/community-health-resources/teaching-resources/stress-and-the-heart.pptx>
 - Video: what is stress and consequences of stress
<https://www.heart.org/en/news/2020/08/10/what-stress-does-to-the-body-and-how-to-beat-it>
 - Video: managing stress <https://www.youtube.com/watch?v=CWmkJpiTQ-4>
 - Video: meditation and heart risk
https://www.youtube.com/watch?v=k5c3SOA_1Uc
- Handouts/flyers:

- Coloring pages:
https://docs.google.com/document/d/1d0ajQDWFHg4dTBHJLyDu-FGFZic62mQOreC4_2UCIAg/edit?usp=sharing
- Tree coloring pages:
https://docs.google.com/document/d/1qfytg6JLwb73-Ob43tQxv_3HEBJlcTr_vg-zLAPmnPg/edit?usp=sharing
- Laptop/HDMI converter

Lesson/Activities:

- Goal #1: Residents learn what stress is and how it affects our bodies and health
 - Discussion: what do you know about stress? What stresses you out?
 - Write what residents share on a poster:
 - Words you associate with stress
 - What stresses you out?
 - What do you like to do when you are stressed?
 - Teach: ppt about stress
 - What is it? How does it affect everyday life? How does it impact BP and health?
 - PPT: [Stress and the Heart](#)
 - Video: what is stress and consequences
<https://www.heart.org/en/news/2020/08/10/what-stress-does-to-the-body-and-how-to-beat-it>
- Goal #2: Residents learn about common ways to destress and practice one of those strategies by participating in a coloring activity
 - Examples
 - Coloring
 - Talking with friends
 - Exercise
 - Animals
 - Coloring/journaling
 - Sleep
 - Coloring pages activity!
 - https://docs.google.com/document/d/1d0ajQDWFHg4dTBHJLyDu-FGFZic62mQOreC4_2UCIAg/edit?usp=sharing
 - More pages can be added as needed
- Goal #3: Residents participate in group art activity
 - Talk about community and how this is a resource for stress management
 - Invite residents to choose a tree printout to color

- Trees:
https://docs.google.com/document/d/1qfytq6JLwb73-Ob43tQxv_3HEBJlcTr_vg-zLAPmnPg/edit?usp=sharing
- Each person colors a tree (students encouraged to participate)
- When trees are colored, students can help cut them out
- Trees are taped onto a piece of poster paper to create a “community forest”
- Save “community forest” and bring back for week 2
- Goal #4: Residents identify a community member to bring next week and create an emergency contact
 - Give residents handout about inviting a friend for next week
 - Handout:
https://www.canva.com/design/DAF8IWu5byQ/QfBWX_emqpyYleMpEyba6g/edit?utm_content=DAF8IWu5byQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - Community building
 - Finding a buddy/someone to contact for emotional support
 - Emergency contact flier - put on fridge
https://www.canva.com/design/DAF8IYTU218/D9pIbzX7eytkrHUJYO-SCg/edit?utm_content=DAF8IYTU218&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Next week plan: let them know the plan for the following week.
 - Learning about mindfulness!

Week 2: Mindfulness

Preparation:

- Hand out flyers advertising the event beforehand
 - May need to coordinate with resident coordinators
 - Walk around and invite residents to join
- Review the following:
 - Materials/handouts to teach below
 - What is mindfulness?
 - Common ways to destress
- Print the mindfulness handouts, flyers, coloring pages
 - Students should look through handouts and print the most relevant ones
- Bring laptop/HDMI converter to connect to the community room TV
- Bring back “community forest” project and supplies

Materials:

- Poster paper and coloring tools (markers, crayons, colored pencils, etc)
- Teaching materials (ppt, videos):
 - Video: managing stress <https://www.youtube.com/watch?v=CWmkJpiTQ-4>
 - Video: meditation and heart risk
https://www.youtube.com/watch?v=k5c3SOA_1Uc
 - Video: mindfulness activity <https://www.youtube.com/watch?v=L1QOh-n-eus>
 - Video: what is mindfulness? <https://www.youtube.com/watch?v=7-1Y6IbAxdM>
 - Information: what is emotion mapping?
https://empoweringeducation.org/wp-content/uploads/2016/08/10-EE_Body-Maps_Pt1_k-2.pdf
 - Emotion wheel: identifying emotions
https://docs.google.com/document/d/1ijq_6Fdtfx317ibpWWxzP890k4JY5g8GczUzpogQsgs/edit?usp=sharing
- Handouts/flyers:
 - <https://www.thecoachingtoolscompany.com/calming-river-5-minute-meditation-graphic/>
 - https://tools.thecoachingtoolscompany.com/wp-content/uploads/2022/07/TCTC_MEDITATION-Calming-5-Minute-River.pdf
 - https://tools.thecoachingtoolscompany.com/wp-content/uploads/2019/08/TCTC_MEDITATION-1-Minute-Find-Calm.pdf
 - https://tools.thecoachingtoolscompany.com/wp-content/uploads/2019/08/TCTC_MEDITATION-Calming-5-Minute-Ocean_web.pdf

- Coloring pages:
 - Tree coloring pages: https://docs.google.com/document/d/1qfytq6JLwb73-Ob43tOxv_3HEBJlcTr_vg-zLAPmnPg/edit?usp=sharing
 - Emotion mapping: [Where Do I Feel? | Worksheet | Therapist Aid](#)
- Laptop/HDMI converter

Lesson/Activities:

- Goal #1: Residents share what they do when they are stressed and gain an understanding of what mindfulness is
 - Discussion: What do you do when you are stressed? What do you know about mindfulness?
 - Teach: what is mindfulness? Misconceptions about mindfulness?
 - Video: <https://www.youtube.com/watch?v=7-1Y6IbAxdM>
 - Video: managing stress <https://www.youtube.com/watch?v=CWmkJpiTQ-4>
 - Video: meditation and heart risk https://www.youtube.com/watch?v=k5c3SOA_1Uc
- Goal #2: Residents follow a mindfulness activity and breathing exercises along with a group to gain a better understanding of what mindfulness is
 - Follow a mindfulness video together: <https://www.youtube.com/watch?v=L1QOOh-n-eus>
 - Give handouts about short mindfulness activities residents can practice at home
 - <https://www.thecoachingtoolscompany.com/calming-river-5-minute-meditation-graphic/>
 - https://tools.thecoachingtoolscompany.com/wp-content/uploads/2022/07/CTC_MEDITATION-Calming-5-Minute-River.pdf
 - https://tools.thecoachingtoolscompany.com/wp-content/uploads/2019/08/CTC_MEDITATION-1-Minute-Find-Calm.pdf
 - https://tools.thecoachingtoolscompany.com/wp-content/uploads/2019/08/CTC_MEDITATION-Calming-5-Minute-Ocean_web.pdf
 - https://docs.google.com/document/d/1d0ajODWFHg4dTBHJLyDu-FGFZic62mOQreC4_2UCIAg/edit?usp=sharing
 - More pages can be added as needed
- Goal #3: Residents learn about emotion mapping and participate in a group activity
 - Talk about identifying emotions, use emotion wheel as visual aid https://docs.google.com/document/d/1ijq_6Fdtfx317ibpWWxzP890k4JY5g8GczUzpogQsgs/edit?usp=sharing
 - Discuss with residents: where do you feel certain emotions? Do you associate certain emotions with specific colors?

- Introduce the concept of emotion mapping:
https://empoweringeducation.org/wp-content/uploads/2016/08/10-EE_Body-Maps_Pt1_k-2.pdf
- Have each resident (and students) participate in activity about emotion mapping:
<https://www.therapistaid.com/therapy-worksheet/where-do-i-feel>
- Continue “community forest” activity from previous week
 - Introduce project to new participants
- Next week plan: let them know the plan for the following week.
 - Learning about sleep habits and how it impacts stress!

Week 3: Sleep Education and Strategies

Preparation:

- Review the following:
 - Teaching topics
 - How sleep affects mental health
 - Stages of sleep
 - Sleep disorders that affect cardiovascular health
 - Resources
 - <https://link.springer.com/article/10.1007/s12671-023-02289-z> (Article that can give you tips for community building)
 - <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-021-10592-4#Sec20> (Article that talks about increasing community participation in communities of older adults)
 - Activities
 - Stages of sleep jigsaw
- Print the flyers to place outside of doors
 - https://www.canva.com/design/DAF8IdQKMNU/UeWNRUIInBVCihIbH5qiyA/edit?utm_content=DAF8IdQKMNU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Bring a laptop/HDMI converter to connect in the community room TV
- Ensure fliers are distributed about the event beforehand

Materials:

- Handouts/flyers:
 - <https://www.heart.org/en/healthy-living/healthy-lifestyle/sleep/how-sleep-affects-health-infographic>
- Laptop/HDMI converter
 - Videos
 - <https://www.youtube.com/watch?v=8SGWggBS2To>

Lesson:

- Goal #1: Residents will recognize the correlation between sleep and mental health
 - Teaching points
 - The importance of sleep to mental health
 - <https://www.sciencedirect.com/science/article/pii/S1087079221001416>
 - <https://www.sleepfoundation.org/mental-health>

- <https://www.columbiapsychiatry.org/news/how-sleep-deprivation-affects-your-mental-health>
- Stages of sleep
 - <https://www.ncbi.nlm.nih.gov/books/NBK526132/>
 - <https://www.sleepfoundation.org/stages-of-sleep>
 - <https://www.nhlbi.nih.gov/health/sleep/stages-of-sleep>

Activity:

- Goal #2: Residents will complete an activity to better understand the different stages of sleep
 - Activity
 - Jigsaw
 - Split the bigger group into 4 small groups (disperse students within groups too)
 - Assign each with a different stage of sleep (N1, N2, N3, REM) and provide residents with handouts of information on their assigned stages of sleep
 - Have them come back and present their learning to the group
- Goal #3: Residents will be able to understand the correlation between sleep and heart health
 - Teaching points
 - How sleep can affect heart health
 - <https://www.cdc.gov/bloodpressure/sleep.htm>
 - <https://health.clevelandclinic.org/for-a-healthy-heart-get-enough-sleep>
 - Common sleep disorders that affect cardiovascular health
 - <https://www.heart.org/en/health-topics/sleep-disorders/sleep-and-heart-health>
- Goal #4 Residents will be informed about next week's lesson plan
 - Discuss/Turn & Talk
 - Plans for next week
 - Sleep log/journal
 - What are they excited about/nervous for?

Week 4: Sleep Education and Strategies (Continued)

Preparation:

- Review the following:
 - Teaching topics
 - How sleep patterns/habits change with aging
 - What is healthy sleep?
 - Accountability
 - Resources
 - <https://link.springer.com/article/10.1007/s12671-023-02289-z> (an article that can give you tips for community building)
 - <https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-021-10592-4#Sec20> (Article that talks about increasing community participation in communities of older adults)
 - Planned activity (sleep journal & keeping each other accountable)
- Print the flyers to place outside of doors
 - https://www.canva.com/design/DAF8IdQKMNU/UeWNRUIInBVCihIbH5qiyA/edit?utm_content=DAF8IdQKMNU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Bring a laptop/HDMI converter to connect in the community room TV
- Ensure fliers are distributed about the event beforehand

Materials:

- Handouts/flyers:
 - <https://www.heart.org/en/healthy-living/healthy-lifestyle/sleep/sleep-well-infographic>
 - <https://www.heart.org/en/healthy-living/healthy-lifestyle/sleep/how-to-sleep-better-infographic>
- Pens/markers/colored pencils
- Paper for sleep logs
- Laptop/HDMI converter
 - Videos
 - <https://www.youtube.com/watch?v=8SGWggBS2To>
 - <https://www.youtube.com/watch?v=U2Y0u5uskWo>

Lesson:

- Goal #1: Residents will be able to understand and know their sleep patterns and habits and be able to use resources to help them make changes for better sleep patterns
 - Teaching points

- Changes in sleep patterns/habits common in late adulthood
 - <https://www.sleepfoundation.org/aging-and-sleep>
 - <https://www.hopkinsmedicine.org/health/wellness-and-prevention/sleep-and-aging-whats-normal>
 - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5810920/>
 - How poor sleep can actually be a warning sign of other health issues
 - <https://www.cedars-sinai.org/health-library/diseases-and-conditions/s/s/sleep-deprivation.html>
 - Discuss/Turn & Talk
 - If they've noticed any change in their usual sleeping patterns
- Goal #2: Residents will understand what “healthy” sleep is and how they can achieve it
 - Teaching points
 - What is good sleep?
 - <https://www.sleepfoundation.org/sleep-hygiene/what-is-healthy-sleep>
 - Factors that aid/prevent good sleep
 - <https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/sleep/art-20048379>
 - <https://www.nia.nih.gov/health/sleep/good-nights-sleep>
 - Discuss/Turn & Talk
 - How to implement habits of good sleep in their personal lives
 - Personal sleeping habits
 - Takeaways from the lesson plan

Activity:

- Goal #3: Residents will learn mindfulness techniques they can try to help with healthy sleep
 - Breathing exercises they can do before sleeping
 - Box breathing: <https://www.youtube.com/watch?v=tEmlZnux58>
 - Breath bubble: <https://www.youtube.com/watch?v=aNXKjGFUIMs>
 - Mindfulness practices to help wind down before bed
 - 5-minute meditation before sleep: <https://www.youtube.com/watch?v=2K4T9HmEhWE>
 - Reflecting on the day (Highs & lows, journaling, 1 thing you're grateful for, etc.)
- Goal #4: Residents will be informed about next week's lesson plan
 - Discuss/Turn & Talk
 - Plans for next week
 - What are they excited about/nervous about?

- Goal #5: Residents will establish how they can hold themselves and each other accountable
 - Discuss/Turn & Talk
 - How they can check with friends and keep each other accountable
 - Activity
 - Creating a sleep journal that helps track hours of sleep, quality of sleep, dreams, etc.
 - Example log to print out:
<https://www.nhlbi.nih.gov/resources/sleep-diary>
 - Example to have residents make themselves & personalize:
<https://www.papertraildesign.com/wp-content/uploads/2021/05/Sleep-Log.jpg>
 - Other examples the residents can make themselves & personalize:
<https://www.sweetplanit.com/home/bullet-journal-sleep-tracker>
 - Fill out logs with examples for residents to see
- Goal #6: Ask midpoint survey questions
 - Mid-point and final survey:
<https://docs.google.com/document/d/1BJvOjUhJKYilB8BLlynZBxt5G9AJXxCnrnm7t2J1e58/edit?usp=sharing>

Week 5: Community Walk with Activity #1

Preparation:

- Plan a walking route for the residents
 - Consider infrastructure and safety
 - Consider mobility and activity tolerance
- Walk around and invite residents to join our group walk
- Print the handouts/flyers
 - Keep your feet happy
<https://www.heart.org/-/media/AHA/H4GM/PDF-Files/KEEP-YOUR-FEET-HAPPY.pdf>
- Print the flyers to place outside of doors to detail next week's event
 - https://www.canva.com/design/DAF9cz9nhbl/72zQQzy_-NiSVAyA4nAMSg/edit?utm_content=DAF9cz9nhbl&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Materials:

- Teaching materials (ppt, videos):
 - Handouts/flyers
- Dependent on walk activity (students can decide ahead of time):
 - Alphabet walk - sheet of paper and pencil/paper
 - Bingo card walk - bingo card template sheet and pencil/paper
 - Scavenger hunt - be creative!

Lesson/Activities:

- Goal #1: Residents go on a walk together around the neighborhood - walking club!
 - Plan out a walking route
 - Consider infrastructure and safety
 - Consider mobility and activity tolerance
 - Invite conversations and a sense of community
- Ideas:
 - Alphabet walk
 - Bingo card walk - make a bingo card of things you might see on your walk
 - Example (can edit):
https://www.canva.com/design/DAF9cyDZa0I/1fxkS5giysGRxfqOXPFiPA/edit?utm_content=DAF9cyDZa0I&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - Scavenger hunt - flexible
- Next week plan: let them know the plan for the following week (Exercise demo!)

Week 6: Benefits of Exercise + Demo

Preparation:

- Review the following:
 - Materials/handouts to teach below
 - Benefits of exercise across each body system
- Print the handouts/flyers
 - How much physical activity do you need?
https://www.heart.org/-/media/Healthy-Living-Files/Fitness/AHA_Adult_Physical_Activity_Rec_Infographic_English.pdf
 - Sample exercise plan + log:
https://docs.google.com/document/d/1_bFI3pI2tFrnpjYvM62zerLZoFrMwwnmUruCyXXpBA/edit?usp=sharing

Materials:

- Education materials/handouts
- Laptop
- HDMI adapter
- Comfortable chairs
- Old shirts/resistance bands/hand towels
- 8 oz water bottles (to use as hand weights)

Lesson/Activities:

- Goal #1: Residents learn the importance of exercise for healthy aging.
 - Present powerpoint - Get Active!
https://docs.google.com/presentation/d/1SMJlzkPGbWSPihGBrKNF6peB5mbSclKYMI_lfM-MLE/edit?usp=sharing
 - Teach: the benefits and importance of physical exercise especially related to aging
 - Teach: how activity helps with fall prevention
 - Possible barriers to physical activity
- Goal #2: Residents follow along with a video about appropriate exercises with a demonstration on how to perform them.
 - Exercise demonstration (30 min)
https://www.youtube.com/watch?v=rxmiE5ITYoE&embeds_referring_euri=https%3A%2F%2Fwww.ageility.com%2F&source_ve_path=MjM4NTE&feature=emb_title
 - Modified (15-20 min):
https://docs.google.com/document/u/0/d/1_bFI3pI2tFrnpjYvM62zerLZoFrMwwnmUruCyXXpBA/edit

- Chair, towel, and weight exercises
- Provide alternatives to exercises as needed
- Pass out sample weekly plan + log:
https://docs.google.com/document/d/1_bF13pI2tFrnpjYvM62zerLZoFrMwwnmUruCyXXpBA/edit?usp=sharing
- Next week plan: let them know the plan for the following week.
 - Community walk #2!

Week 7: Community Walk with Activity #2 (different activity from Week 5)

Preparation:

- Plan a walking route
 - Consider infrastructure and safety
 - Consider mobility and activity tolerance
- Walk around and invite the residents to join our group walk
- Print the handouts/flyers
 - 25 ways to get moving at home
<https://www.heart.org/en/healthy-living/fitness/getting-active/25-ways-to-get-moving-at-home-infographic>
- Print the flyers to place outside of doors to detail next week's event (edit dates as needed)
 - https://www.canva.com/design/DAF9dc5q_DA/k53Sh5faAdyMkV3ompFRHQ/edit?utm_content=DAF9dc5q_DA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Materials:

- Teaching materials (ppt, videos):
 - handouts/flyers
- Dependent on walk activity (try a different activity from last time!):
 - Alphabet walk - sheet of paper and pencil/paper
 - Bingo card walk - bingo card template sheet and pencil/paper
 - Scavenger hunt - be creative!

Lessons/Activities:

- Goal #1: Residents go on a cool-down walk together around the neighborhood - walking club!
 - Plan out a walking route
 - Consider infrastructure and safety
 - Consider mobility and activity tolerance
 - Invite conversations and a sense of community
- Ideas:
 - Alphabet walk
 - Find letters unintentionally formed in nature
 - Go down the alphabet and look for things that start with each letter
 - Bingo card walk - make a bingo card of things you might see on your walk
 - Example (can edit):
<https://www.canva.com/design/DAF9cyDZa0I/1fxkS5giysGRxfqOXPFiP>

[A/edit?utm_content=DAF9cyDZa0I&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton](#)

- Scavenger hunt
- Next week plan: let them know the plan for the following week (the final week!).
 - Dancing!

Week 8: Exercise/Fitness cont. (Dancing!)

Preparation:

- Review the following:
 - The benefits of exercise (last week's content)
- Bring laptop/HDMI converter to connect to community room TV
- Ask the residents what their favorite song to dance to is
 - Could create a playlist of everyone's favorite songs to play after Zumba
- Print the handouts/flyers
 - Make every move count activities
https://www.heart.org/-/media/Healthy-Living-Files/Infographics/Make_every_move_count_activity_infographic.pdf

Materials:

- Laptop
- HDMI adapter
- Large screen
- Comfortable chairs

Lesson/Activities:

- Goal #1: Residents understand why exercise is important and how it is possible for all levels of mobility and activity intolerance as students reiterate information
 - Consider last weeks' material and possibility of new attendees this week
- Goal #2: Residents express the understanding that exercise can be fun!
 - Play video demonstration and dance together (24 min)
 - Consider your population and what would be best - playing the full video or ending it early
 - Zumba Gold Fitness with Michelle Thimas Chair Fitness "Chair Zumba":
https://www.youtube.com/watch?v=dd_mokiXx7M
- Goal #3: Residents understand ways to be active at home or with the community
 - E.g. Dance at home to the radio, incorporate exercise activities from last week, walking buddy, etc.
 - Follow-up with residents who came the week before, ask if they tried any of the at home exercises, ask how it went
- Ask final survey questions
- Mid-point and final survey:
<https://docs.google.com/document/d/1BJvOjUhJKYilB8BLynZBxt5G9AJXxCnrnm7t2J1e58/edit?usp=sharing>

Survey Questions

Link:

<https://docs.google.com/document/d/1BJvOjUhJKYilB8BLlynZBxt5G9AJXxCnrnm7t2J1e58/edit?usp=sharing>

Questions for residents

1. Was the stress management teaching useful to you? Yes or No
2. Was the exercise teaching useful to you? Yes or No
3. Was the information easy to understand? Yes or No
4. Did you have a positive experience learning with the SPU students? Yes or No
5. Did you learn any skills that you will use in your day-to-day life? Yes or No

Questions for students

1. Do you feel the teaching material was received well and was helpful to the residents? Yes or No
2. Were the resources accessible/easy to understand and teach back? Yes or No
3. What could be improved upon for future teaching?
4. What elements of the modules/teaching were particularly effective?
5. What elements of the modules/teaching were ineffective?