



## “How To Use The Curriculum” Guide & Facilitation Best Practices

Stephanie Black, MD EdM and Samuel Yanofsky MD, MEd

*Special acknowledgement of Julie G Nyquist, PhD for facilitation best practices content*

### How to Use this Curriculum with a Step-By-Step Guide

- Teaching and facilitating well can be challenging, especially with content that might elicit big feelings. Take a breath. You got this. You’re set up for success following the instructions below.
- Read this document first (yes, this one, “SPA Wellbeing Curriculum Guide & Facilitation Best Practices”) in its entirety. To be best prepared to facilitate your live session, don’t skip on the preparation.
- The curriculum is designed to be used for all levels of practice, from medical and nursing students to the most seasoned senior attending. The curriculum is designed to flex to be used in everything from combined interprofessional groups to specific training cohorts (i.e. fellows only, CRNAs only, etc.).
- Start by going to the website, click “For Participants” and complete the pre-work assigned to participants. Completion of the pre-work assignment should take less than one hour. Don’t shortcut this part—you’ll want to know and have experienced what you ask the learners to know/experience before you launch the facilitated session
  - Watch the short video by SPA content experts (~20 min)
  - Explore the other assigned pre-learning content for each topic (it varies by module—some are TEDtalks, some might be an article to read, some might have an interactive exercise).
- Go to the website and look under “For Facilitators” and review, slowly and thoroughly, the Annotated Facilitator Guide for your topic. These facilitator guides are dense. Take your time. The guide opens with a stem (which you should provide to the participants) followed by a facilitated set of discussion questions. There is annotated content for each question for you to reference if you need. THESE ARE NOT “THE ANSWERS.” **The real answers are whatever the group discusses.** We recommend letting the wisdom of the group emerge, focusing as much on process (group discovery and psychological safety) as content. This may require some awkward long pauses on your part. Try not to fill that silence with content “answers”—if anything, if the silence gets too protracted, you can catalyze discussion with another question.
- When you start your live facilitation session, set the stage. Take a few moments to ease in, get a sense of the folks in the room and the dynamic. Let participants know that the discussion is “Vegas Rules”—what is said in the room stays in the room—this is a safe space, nothing leaves the room except learning and feelings of support. Only questions and comments of exploration, non-judgment and support are welcomed: it’s a judgement-free zone of compassionate learning.
- To maximize participation and minimize “didactics,” when you facilitate the session, we recommend that you put the Annotated Facilitator Guide aside and instead use the Case Stem and Questions Facilitator Guide. Remember, the collective group holds the wisdom for the group—not the facilitator.

- Start with the case/stem. Provide it to the participants and have one of them read it aloud to the group (this generates early buy-in/participation—the group owns the group). Then you ask the questions. You're better off asking fewer questions and exploring more deeply than skimming the surface or rushing through to "hit everything."
- At the end of the session, ask each participant to provide one key learning take-away, and close the session by reminding them of the "additional resources/references" section on the website under "For Participants."
- Stay on the lookout for the need for follow-up after the session. Some of these conversations are hard and might bring some big things up for participants. If you leave the session worried about a participant, follow up with them. Our greatest transgressions are silence and distance. If you need further guidance on complicated or delicate follow up, don't hesitate to contact Stephanie Black at [black@chop.edu](mailto:black@chop.edu).
- Please also feel free to contact us or the SPA Wellbeing Committee with questions about the curriculum or its content. And thank you for helping lead physician wellbeing awareness and education!
- Please print out the QR code below for the live session to make it easy for participants to provide feedback.

### **Facilitation Best Practices:**

Effective and skilled facilitation is essential to promoting learning that goes beyond knowledge to application, skill building and awareness/attitude enhancement. Facilitation is a skill set used to enhance effectiveness of small and large group discussion; to a) assist participants to gain knowledge and personal awareness/insight in relation to the cases; and b) assist participants in effective interactions with each other so that they learn from each other. A clinical learning environment of psychological safety encourages a growth mindset which may be achieved using the skills described below in the table.

| Facilitator Skills  | Strategies for Skills  |
|---|--|
| Prepare yourself intellectually and emotionally                                       | <ul style="list-style-type: none"> <li>• read the case prior to the session</li> <li>• remind yourself to listen and encourage</li> <li>• do not react, interrupt and or correct</li> </ul>  |
| Establish an open atmosphere, where participants feel comfortable sharing their ideas | <ul style="list-style-type: none"> <li>• model the behavior of open sharing</li> <li>• demonstrate vulnerability when sharing</li> </ul>   |
| Establish and reinforce ground rules for discussion                                   | <ul style="list-style-type: none"> <li>• Listen carefully to each other</li> <li>• Be respectful of each other and the views expressed</li> <li>• As many people as possible participate – everyone gets to speak once if they choose to, before anyone speaks twice</li> <li>• No one monopolizes the discussion (not even the facilitator)</li> <li>• Any private information that is revealed is not shared with others outside the group</li> </ul>  |
| The facilitator must attend to both topic and the interactive process                 | <ul style="list-style-type: none"> <li>• Ask open-ended questions; wait for learners to respond (don't answer your own questions).</li> <li>• Listen actively and non-judgmentally - maintain a neutral status as facilitator and help the group stay on track. If the group is confused on a point of fact, you may clarify and put the "fact" into context (scaffolding) but be very brief (30 seconds).</li> <li>• Ensure that differing views are heard and that no contributions are discounted.</li> <li>• Prevent domination and interruption of discussion – ground rules are very useful here.</li> <li>• Model patience; ask for clarification and encourage participants to do it as well – if a comment is muddled you can paraphrase and ask the participant if you captured the meaning.</li> <li>• Note points of disagreement as well as agreement.</li> <li>• Encourage participants to be aware of and examine their understandings, assumptions and values (if a case brings up very sensitive issues, be prepared to engage a range of emotional responses, e.g., anger, sadness, resistance).</li> <li>• It is sometimes appropriate to debrief the ground rules at the end of the first session, to provide feedback on process and encourage continuous growth in group process.</li> </ul> |

#### Final Hints:

1. Listen more than you speak, hold your thoughts until the end, encourage participation and interaction among participants; do not allow the discussion to degenerate into successive dialogues with the facilitator.
2. Guide participants toward discussing how they plan to integrate this new knowledge into practice; to appreciate the challenges of transferring knowledge into practice and encourage making of a plan of action.

#### References:

1. Ring J, Nyquist J, et al. Curriculum for culturally responsive health care: The step-by-step guide for cultural competence training. Oxford: Radcliffe Publishing, 2008;
2. Azer SA. Challenges facing PBL tutors: 12 tips for successful group facilitation. Med Teach. 27(8):676-81, 2005;
3. Grant VJ, et al. Difficult debriefing situations: A toolbox for simulation educators, Med Teach. 40:7, 703-712, 2018; 4)
4. Poore JA et al. Debriefing interprofessionally: A tool for recognition and reflection. Nurse Educ. 2019;44(1):25-29; 5)
5. Kitchen M. Facilitating small groups: how to encourage student learning. Clin Teach. 9(1): 3-8, 2012.
6. Westberg J, Jason H. Fostering Learning in Small Groups: A Practical Guide, Springer Publishing Company, 1996;
7. O'Brien BC et al. Twelve tips for delivering successful interprofessional case conferences. Med Teach. 39(12):1214-1220, 2017.

Help us make the curriculum great!

Give us feedback!

[Wellbeing Curriculum Evaluation](#)



Please also consider printing out the QR code for the live session to make it easy for participants to give feedback as well!

# Wellbeing Curriculum Feedback

