



H.E.A.L. Healthcare

Facilitation Guide - Journal Club

This Facilitation Guide is provided to aid healthcare professionals, administrators, students and educators in hosting a Journal Club to complete H.E.A.L. Healthcare curricula. This is meant to be a guide only. Modify to works for you and/or your group.

WHAT: An educational reoccurring educational series within a team or department wherein each session facilitates a discussion about a rotating resource.

WHY: To share lessons and strategies across a group or team, discuss the application for practice within your field or team's daily responsibilities, and address any outstanding questions or curiosities (*e.g., how can we act on this within the scope of our jobs?*).

WHO: Members of the same working team are ideal (*i.e., can speak to strategies to integrate lessons learned into daily tasks*).

WHEN: When team members have **1 hour** to discuss learning. Ideally, this session takes place during a pre-existing or newly created standing meeting (*e.g., if there is already a Lunch 'N Learn session on Fridays, or a DEI working group meeting once a month*).

WHERE: Online or in-person.

HOW: Follow the steps below to facilitate a Small Group discussion.

1 - PREPARE

1. Set a clear goal for your group learning session (*e.g., to advance existing DEI priorities within your workplace, create a safe space for team members to ask questions about learning, or work on an applied strategy to try*)
 - a. Consider asking your team, which topics they most want to explore in the sessions to get buy-in and help select resources
2. Decide on participation expectations. Some guiding questions are:
 - a. Will folks be expected to complete the learning activity ahead of time on their own and be ready to share their experience or complete it together in real-time?
 - b. Is attendance and participation in this event mandatory?
 - c. Will there be any incentive for attending (*e.g., lunch will be provided, a professional development credit*)?
 - d. Will sessions be recorded for folks who cannot attend (consider pros and cons of recording for participation vs. safety in learning)
 - e. Will folks be expected to complete any work following the activity?
3. Decide on facilitation expectations
 - a. Will one person facilitate all sessions?
 - b. Will each session be facilitated by a different team member to share the responsibility? If so, how can people sign up for a session?
4. Set a time and cadence (*e.g., once a month or biweekly*) that works for most to attend. Give yourself enough time based on (i) your team's availability, (ii) your learning goal (*i.e., you will need less time to discuss learning than brainstorm applied strategies for practice*), and (iii) participation expectations (*i.e., you will likely not have enough time to both do the activity in real-time and have a lengthy discussion about it*).
5. Send an invitation email with:
 - a. The reoccurring date, time, and location (from when until when)
 - b. If feasible, send a recurring calendar invite attached to the email
 - c. Clear instructions for participation

and expectations (*e.g., will people be expected to do homework ahead of time, is attendance mandatory*)

- d. Details about either (a) the first topic and the rest will be decided as you go or (b) all of the topics assigned to each of the dates
 - e. Notice of any incentives (*e.g., lunch or professional development credit*)
 - f. Expectations for RSVP
6. Create a contingency plan if:
- a. Too few people RSVP (*i.e., is there a minimum attendance requirement to hold the event?*)
 - b. If homework was expected, but folks attend without having done it
 - c. If facilitation responsibilities are expected to rotate, but no one signs up
 - d. If people lose interest before the end of the series (*e.g., if participation dwindles*)
7. Because topics address sensitive issues like systemic oppression, medical malpractice, and identity-related harm, consider having support available in case any team members become uncomfortable during the session (*e.g., an HR manager, credit available for a counselling session*)

2 - FACILITATE

1. Set time aside in the first session to create collective agreements for a respectful learning environment & review to refresh people's memories at the start of subsequent sessions
 - a. Let people know what they can do or who they can talk to if they need support during or following this session
 - b. Consider asking the group if they want sessions to be recorded or not and any concerns they might have
2. If you are doing the resource together:
 - a. Review the tool (*i.e., watch the video(s) or listen to the podcast(s) together*)
 - b. Complete the provided reflection exercises together
 - c. Discuss as a group:
 - i. What everyone learned (*e.g., what stood out, what is one thing you will take away from this resource, what surprised you*)

- ii. What are feasible next steps folks can take towards acting on the learning (either individually or as a group)
3. If folks completed the activity independently as homework, discuss:
 - a. How the activity went what — did people like, not like
 - b. What everyone learned (*e.g., what stood out, what is one thing you will take away from this resource, what surprised you*)
 - i. In the second session onward, ask how the new topic or learning connects to what was learned previously
 - c. What people want to try and implement as a team or in their roles (brainstorm)
 - i. What do they need support to do (from whom, who can help)
 - ii. What is one thing your team can do this week and this quarter
 - iii. How can your team be accountable for these changes?

3 - DEBRIEF/EVALUATE

1. Consider reserving the last 5 minutes of the event to ask folks how this event went, what worked/didn't, what could be improved for next time, and what topic(s) they would like to explore next (if there is flexibility to add as you go)
2. Follow-up if anyone needs support to ensure that harm was not caused by the session
3. Set a time and responsibility to follow up with any decisions made from the session to promote accountability (*e.g., if the team decided to try X by the end of next week, who follows up to see if X happened and how it went or what got in the way?*).

