



H.E.A.L. Healthcare

Facilitation Guide - Small Group

This Facilitation Guide is provided to aid healthcare professionals, administrators, students and educators in hosting a Small Group discussion 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: A one-off educational event within a team or department (*e.g., a Lunch 'N Learn session*).

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 or organization are ideal (*i.e., can speak to strategies to integrate lessons learned into daily tasks or next steps*).

WHEN: When team members have **1-1.5 hours** to discuss learning. Ideally, this session takes place during a pre-existing standing meeting or special event time (*e.g., if there is already a Lunch 'N Learn session on Fridays, an all-staff meeting on Wednesdays, or a professional development half-day coming up*).

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., 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 in the next month*).
2. Decide on participation expectations. Some guiding questions are:
 - a. Will folks be expected to complete the lesson(s) 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 folks be expected to complete any work following the session?
3. Set a date and time that works for most to attend (ideally when you already meet or have time set aside). 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*).
4. Send an invitation email with:
 - a. The date, time, and location
 - b. Clear instructions for participation and expectations (*e.g., will people be expected to do homework ahead of time, is attendance mandatory*)

- c. Details about the topic and a content warning if necessary (*e.g., sexual assault or residential schools*)
 - d. Notice of any incentives (*e.g., lunch or professional development credit*)
 - e. Expectations for RSVP
5. 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
 6. 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. Communicate or set collective agreements for a respectful learning environment
 - a. Let people know what they can do or who they can talk to if they need support during or following this session
2. If you are doing the curriculum together:
 - a. Review the lesson(s) (*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 lesson or whole curriculum, 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 lesson(s) 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*)
 - 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 if they would be interested in doing another session like this
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?*)

