





## Risk Work

### Guidance for facilitators

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#### Welcome to Risk Work!

The sessions you and your colleagues will work through have been informed by research into the every day experiences of Community Health Workers carried out by the University of Birmingham. The research found that, whilst explaining risks to clients was a core part of their work, Community Health Workers often struggled with understanding risk and dealing with the impact that risk assessments had on their choice of interventions as well as their relationships with clients.

In response to the research, we have worked with Health Trainer colleagues and an arts practitioner to produce four short films about the work of Community Health Workers. Three of these films are fictional recreations of meetings between a Community Health Worker and one of their clients, and aim to trigger discussion about some of the issues that CHWs might find most complex. Please read this course information as it has some important information about the programme.

#### Who is the course for?

This has been devised as advanced course, suitable for people who have been in the job for more than 6 months. It isn't a course on how to be a community health worker.

We expect groups to be between 5 and 12 people. That should be enough to stimulate good discussion, but not too many that discussion as a single group becomes difficult.

#### What will the course do?

The films shown on this course show practice that is less than ideal and whilst we are sure you and your colleagues will be able to spot where the Community Health Worker might have acted differently, this isn't what they are intended for. Instead we hope viewing the films and discussing them will give you a rare opportunity to reflect on your *own* work and

especially to recognise and think more about the complex and difficult parts of the job – what they are, what makes them hard and how you can be supported.

**This course IS an opportunity for participants to:**

1. Use the material in the course to reflect on your own everyday work
2. Think about some of their experiences in new ways
3. Listen to and learn from others
4. Understand the influences of wider society on clients' choices
5. Think about what risk means to them and how it might be interpreted differently in different contexts
6. Recognise why their work can be very challenging
7. Identify sources of support to deal with difficult situations at work

**This course IS NOT:**

1. To teach participants how to be a good Community Health Worker
2. About identifying good or poor practice in others (we assume they know this already!)

**How long will it take?**

The course runs over five sessions. We anticipate that these should be delivered at least a week apart to give participants time to reflect and to complete the short homework tasks. Making the sessions more than two weeks apart might mean participants forget the content of the previous week.

Session 1 will take around 75 minutes. Sessions 2-5 are scheduled to last around 60 minutes.

**Preparation**

**Before the course starts** please send round the introductory email included with this guidance before the start of the course. This will help to introduce the course and prepare the participants for what to expect.

**Course outline**

**Session 1 Introduction: Challenging our Everyday Experiences.** An introduction to the course, which gives some background information on risk, interventions and CHW-client relationships.

**Session 2 Up a Gum Tree: New relationships.** This session uses the first of the fictional films to explore the beginnings of relationships between CHWs and clients. Dolores, a Pregnancy Outreach Worker is meeting Sabra for the first time, but why has Sabra been sent to see Dolores and how can she really help her?

**Session 3 Nuts and Seeds: Making progress.** This session uses the second film to look at some issues that might occur in an established practitioner-client relationship. In the film, Paul and Bernie are meeting up again to review Bernie's progress. How far is Bernie able to make changes to his life?

**Session 4 The Devil's Price: Turning points.** In this session, the third film shows a turning point in the relationship between Pete and his Mental Health Support Worker Marlene. Changes in relationships can be positive or they can be more challenging. Marlene has to make a choice about how to help Pete: what would you do in her situation?

**Session 5 Bringing it all together.** In this session, we bring together all the learning from the previous sessions and try to understand where you fit in. What makes all this challenging and what can your organisation do to support its employees?

## **Tips for facilitators**

### **Materials and preparation**

Every session will require blank flipchart paper, pens, post-it notes and a print out of the homework task for participants to take away. Any additional materials, such as pre-prepared flip charts are described at the top of the session plan.

### **“Parking” other issues**

Inevitably, discussions won't stay exactly on track. It can be useful at the start of a session to set up a 'parking space' on a flip chart. Any important issues that emerge during the sessions that don't immediately relate to the topic of the discussion but need attention can be 'parked' by writing them on the flip chart paper. These may be issues that deserve attention in other forums, such as team meetings, or it might be that simply acknowledging them on paper will allow the conversation to move on more easily.

### **Prompt and follow-up questions**

Prompt questions are included in some of the discussion activities. It is likely these won't be necessary, but they may help if the conversation is flagging. You don't need to use all of them.

### **Follow up support for staff**

Participating in this course may bring up difficult issues for individual participants that they may find hard to resolve. These could be personal thoughts or feelings, or relate to the organisation. It is good practice to make sure participants know where they can go to talk about these issues in confidence, either to you or to other appropriate members of staff.

### **Online forum/Facebook page for feedback for development tool**

A closed Facebook group, or equivalent, may be helpful for staff to continue to discuss the issues generated by the course and provide support to one another. Be aware of any need for moderation of the group and of excluding those without a Facebook account or access to other resources.

### **Evaluation and data**

In order to make sure this course works for everyone, we are undertaking an ongoing evaluation. Thank you for filling in our initial questions before you downloaded this material. If you have agreed, we will contact you in around 12 months' time to invite you and your course participants to answer a few short, anonymous questions about your experience of running and participating in the course. In order to facilitate this, we ask that you keep **a list of the email contacts for each of your participants**. This will **not be passed to us**, but will enable you to forward the details of the survey onto them when the time comes. Thank you.

If you have any questions about this evaluation, please contact Dr Manni Sidhu at [m.s.sidhu@bham.ac.uk](mailto:m.s.sidhu@bham.ac.uk).



## Risk Work

### Introduction for participants

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To be circulated to participants in advance of the start of the course

#### What is this training course?

This training programme was developed by a team of researchers, Community Health Workers (CHWs), service user representatives and a writer and arts practitioner, through the Health Services Management Centre (HSMC) at the University of Birmingham.

It has been developed in response to research into the experiences of Community Health Workers carried out by researchers at the University of Birmingham. The research uncovered lots of issues relating to conveying 'risk' to clients and the impact this had on relationships, and how CHWs delivered interventions.

#### How long will it take?

The course runs over five sessions, lasting around one hour each delivered weekly by a member of your organisation. However, the materials have all been designed and prepared by researchers at HSMC. The course is structured around four short films that explore some of the issues around risk, interventions and practitioner-client relationships by showing some different difficult situations faced by Community Health Workers.

#### What will the course cover?

This has been devised as an advanced course, suitable for people who have been in the job for more than 6 months and it isn't a course on how to be a community health worker. The films will show some practice that is less than ideal. We are sure you will be able to spot where the Community Health Worker might have acted differently, but that isn't the aim of the course. Instead we hope viewing the films and discussing them will give you a rare opportunity to reflect on your own work and especially to recognise and think more about the complex and difficult parts of the job – what they are, what makes them hard and how you can be supported.

**This course IS an opportunity for you to:**

1. Use the material in the course to reflect on your own everyday work
2. Think about some of your experiences in new ways
3. Listen to and learn from others
4. Understand the influences of wider society on clients' choices
5. Think about what risk means to you and how it might be interpreted differently in different contexts
6. Recognise why your work can be very challenging
7. Identify sources of support to deal with difficult situations at work

**This course IS NOT:**

1. To teach you how to be a good Community Health Worker
2. About identifying good or poor practice in others (we assume you know this already!)



## Session 1

### Introduction: Challenging our everyday experiences






<b>Aim of the session</b>	<ol style="list-style-type: none"><li>1. To introduce the course to participants, describe what it aims to achieve and what it won't do.</li><li>2. Set ground rules for positive group work.</li><li>3. Remind participants about how risks are calculated and the role of people's knowledge about risk, different types of interventions and relationships in their work.</li><li>4. Encourage the group to think about some of the challenges and tensions involved in different parts of their work.</li></ol>
<b>Materials</b>	Prepared flip chart sheets: <ol style="list-style-type: none"><li>1. 'Parking' sheet</li><li>2. Activity sheet (one or two sheets together in landscape orientation) as follows:</li></ol>







	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="display: flex; justify-content: space-between;"> <span>Health is solely the responsibility of an individual</span> <span>Health is the responsibility of the state/ government</span> </p> </div> <p>3. Ground Rules sheet:</p> <ul style="list-style-type: none"> <li>• Respect confidentiality (no names outside of the room)</li> <li>• There are no right or wrong answers</li> <li>• Speak from your own experiences. Don't make assumptions about what other people think</li> <li>• Willingness to share examples of practice</li> <li>• Non-judgemental approach to feedback</li> <li>• Others?</li> </ul> <p>Print out homework task  Blank flip chart paper  Blu-tack  Sticky notes  Pens (flip chart and ball point pens)  Laptop, wifi, projector, speakers</p>
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	Content	Time
	<p><b>FACILITATOR</b></p> <p>There is a lot to cover in Session 1. Try as hard as you can to keep to time. If discussion diverts off-topic, or gets 'stuck' on one topic, use the parking sheet to acknowledge the importance of</p>	

	<p>what's been said and move the conversation on.</p> <p>Watch out for one or two people dominating the discussion. If this happens, reverting to an activity in pairs can help everyone to have a voice.</p>	
<b>Introduce the course</b>	<p><b>FACILITATOR</b></p> <p>Review pre-course introduction email and ask if there are any questions.</p>	5 mins
<b>Introduce today's session</b>	<p>In this session we will be turning the microscope onto your work. What makes it enjoyable? What makes it challenging?</p> <p>Community Health Work involves many skills, including understanding and explaining health risks to your clients, encouraging them to make lifestyle changes, reporting these changes back to your organisation/commissioner and then also caring for and supporting your clients at the same time. Research has shown that these three aspects of the work: understanding risk, supporting interventions and building relationships with clients may sometimes be difficult to do all at the same time.</p> <p>In this session we will explore how risks are identified and calculated, the strategies used to reduce them and how relationships are built with clients. This will form the basis for the work in the next sessions.</p>	5 mins
<b>Setting group ground rules</b>	<p><b>FACILITATOR</b></p> <p>1. (Brief) introductions</p>	10 mins

	<p>2. Set ground rules for positive group work, starting with the pre-prepared list if helpful.</p> <p>3. Explain and stick the 'parking sheet' onto the wall.</p>	
<p><b>View risk film</b></p>  	<p><b>FACILITATOR</b></p> <p>This film is in three parts. Each part consists of a short conversation introducing some issues about risk, interventions and relationships and how they relate to community health work.</p> <p>Play first film segment on 'risk knowledge' (up to around 9:40).</p>	10 mins
<p><b>Quick Activity 1</b></p>	<p><b>Questions:</b> Was there anything surprising about what Tom said? How can we be certain that our clients are at risk?</p>	5 mins
<p><b>Activity 2</b></p>  	<p><b>FACILITATOR</b></p> <p>Put the Activity Sheet on the wall and ask the group to split into two working groups.</p> <p><b>Group 1:</b> In the context of your own health, where do you think you stand on the spectrum? – ask group members to each mark a cross on the line.</p> <p><b>Group 2:</b> Indicate on the spectrum with a cross where they think their clients would position themselves. Would it be different in different areas?</p> <p>Once that is complete:</p> <p><b>Whole group:</b> Is there a discrepancy between the healthcare workers' and clients' crosses? If</p>	10 mins

	so, why is that? If there is no difference, what does this mean for health trainers and their clients?	
<b>View film</b> 	<b>FACILITATOR</b>  Play segment on interventions and relationships (to end of the film)	11 mins
<b>Discussion</b> 	<b>FACILITATOR:</b> Choose one question, or both if there is time:  1. Can you give examples of where you use a ‘we decide together’ approach in your work? Does it work? Is there a better way? Why?  2. When do interventions not work? Where are their limits? Why?	10 mins
<b>Activity 2</b>  	Write down on sticky notes, one or two things from today that have made you think. One per note. Give them in to the facilitator.  <b>FACILITATOR</b>  Keep the sticky notes for the final session.	5 mins







## Session 2




### Up a Gum Tree: New relationships

<b>Aim of the session</b>	<ol style="list-style-type: none"><li>1. To explore the beginnings of relationships between Community Health Workers (CHWs) and their clients.</li><li>2. To think about how risk calculations might impact on the CHW-client relationship.</li><li>3. Explore how clients may feel about being referred to your service.</li></ol>
<b>Materials</b>	Computer, wifi access, speaker, projector Post it notes Ball point pens The 'Parking' sheet

	<b>Activity</b>	<b>Time</b>
<b>Introduce aim of the session</b>	<b>FACILITATOR</b>  This session explores experiences of establishing new relationships with clients. Today	5 minutes

	we will ask questions about the impact of risk calculations and assessments on relationships between Community Health Workers and clients. How do people feel about being categorised as 'at risk' and referred to your service?	
<b>Introduce Dolores and Sabra</b>	This play features a Pregnancy Outreach Worker (POW) and client. In this, the POW finds it difficult to engage the patient into the service. As you watch, think about whether any of the issues it raises resonate with your own experiences.	
<b>View film</b> 	<b>FACILITATOR</b>  Play the film up to the end of the conversation between Dolores and Sabra (time: 6:38). Pause.	7 minutes
<b>Activity 1</b> 	<b>FACILITATOR</b>  Ask the group to divide into pairs and to work with someone different to last week. Remind the pairs to swap roles of telling and listening halfway through the activity.  <b>Activity in pairs:</b> Talk to your partner about an example of a relationship with a client that never got started: a client that never had a second appointment. Think about what happened and why you think it didn't work out?  <b>Group discussion:</b> <ul style="list-style-type: none"> <li>• Why did your relationship with that client not work?</li> <li>• What was your role in this? Could you have done anything differently?</li> <li>• Did you recognise any of the challenges that Dolores experienced?</li> </ul>	15 minutes

<p><b>View film</b></p> 	<p><b>FACILITATOR</b></p> <p>Play Dolores’s Story and Sabra’s Story until the end of the film.</p>	<p>6 minutes</p>
<p><b>Discussion</b></p> 	<p><b>Group Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What do you think Sabra (client) thinks of Dolores (Pregnancy Outreach Worker) and why?</li> <li>2. What do you think people think of you when they first meet you in a professional capacity? What would it be like to be on the ‘receiving end’ of you?</li> </ol> <p><b>Example follow-up questions if necessary:</b></p> <ul style="list-style-type: none"> <li>• What information do you have about someone when you first meet them?</li> <li>• How far does this help you build a picture of your client?</li> <li>• What assumptions do you think you make before that first appointment?</li> <li>• Can you think of an example when you’ve really changed your mind about a client as you’ve got to know them?</li> <li>• How far can you relate to your clients’ experiences?</li> <li>• Have you ever been in a situation where you’ve known a client or their family or friends personally?</li> </ul>	<p>20 minutes</p>

	<p><b>NOTES FOR FACILITATOR:</b> the classification of someone as being ‘at risk’ puts an assumption about someone on them so it’s not surprising we might continue this in our interactions with them. We’re always working with this – agreeing with the risk assumptions or thinking of ways it doesn’t apply in this case.</p>	
<p><b>Activity 2</b></p>   	<p><b>FACILITATOR</b></p> <p>Hand out post-it notes.</p> <hr/> <p>Make a note of something that has struck you today as particularly important or challenging, or something that you would like to explore further (in the final session). You can make more than one note, but please put one point per post-it note. Hand them in to the facilitator.</p> <hr/> <p><b>FACILITATOR</b></p> <p>Keep the post-it notes for the final session.</p>	<p>5 minutes</p>







## Session 3



### Nuts and Seeds: making progress



<b>Aim of the session</b>	How does where we live and work; who we know and what we think affect our health and wellbeing? In this session we explore how relationships develop over time with clients/service users and consider the limits of interventions.			
<b>Materials</b>	Prepared flip chart paper:  1. Three vertical columns  <table border="1" data-bbox="439 1023 1184 1299"><tr><td data-bbox="439 1023 687 1299">Government responsibility</td><td data-bbox="687 1023 936 1299">A bit of both</td><td data-bbox="936 1023 1184 1299">Individual responsibility</td></tr></table>	Government responsibility	A bit of both	Individual responsibility
Government responsibility	A bit of both	Individual responsibility		

	<p>Prepared sticky notes with one each of the following on each note:</p> <ul style="list-style-type: none"> <li>Using health services appropriately</li> <li>Avoiding junk food</li> <li>Eating healthily</li> <li>Using local parks</li> <li>Going to the gym</li> <li>Going for a run</li> </ul> <p>Blank sticky notes  Pens (flipchart pens and ballpoint pens)  Printed copy of the 'homework' activity  The 'Parking' sheet  Laptop, wifi, projector and speakers</p>
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	<b>Activity</b>	<b>Time</b>
<b>Introduce aims of the session</b>	<p>In the last session we focussed on the beginnings of relationships. Now we're thinking about how we deal with the more complex issues that emerge once that relationship has been established.</p> <p>Today's session is about what we call medical and social risks. We will ask questions like 'how far do individuals have control over or responsibility for their own health</p>	2 minutes

	<p>and behaviours?’ and ‘What are the impacts of government policies and local authority planning and policies on health?’ How does where we live and work; who we know and what we think affects our health and wellbeing?</p> <p><b>NOTES FOR FACILITATOR:</b> The aim here is to encourage the group to think about the extent to which choices are under the control of individuals or affected by other factors, such as where people live, availability and access to services, social norms and traditions. Clients’ experiences are likely to be a mix of both, and this session is an opportunity for the group to keep an open mind to both perspectives. As the facilitator, take opportunities to remind the group of both individual control and social constraints where you can.</p>	
<p><b>Quick Activity 1</b></p> 	<p><b>FACILITATOR: ask the group to form pairs.</b></p> <p>In the cities, towns or villages you work in, irrespective of individual personalities and characteristics of clients/service users, what things (positive and negative) affect people’s health and wellbeing in those areas?</p> <p>Think of two examples of positive things and two examples of negative things.</p>	5 minutes
<p><b>Introduction to ‘Nuts and Seeds’</b></p>	<p><b>FACILITATOR</b></p> <p>Nuts and Seeds is a play about Paul, a Health Trainer and his client Bernie. It covers many issues, some of which the group will explore today. These include suicide and</p>	2 minutes

	bereavement, which some participants may find difficult for personal or professional reasons.	
<b>View Film</b> 	<b>FACILITATOR</b> <p>Play the conversation between Bernie and Paul. Pause before the start of the characters' speeches 'to camera'.</p>	10 minutes
<b>Activity 2</b> 	<b>FACILITATOR:</b> Ask the group to quickly brainstorm the issues, experiences or circumstances that impact on Bernie and Paul's health and wellbeing. Ask participants to call them out to the group. <p>Paul and Bernie have influence over some of these, but others are difficult for them to change. Today we're going to think about the extent to which individuals or the state are responsible for our health. The state includes both national and local government – and includes everything from decisions about how NHS funding is allocated, to whether planning permission is given for a new fast food shop, to transport links and costs, to income taxation.</p> <p><b>FACILITATOR:</b> Set up the activity flip chart.</p> <p>Show the prepared sticky notes to the group and ask the group to suggest in which column each behaviour should be. Try and finish the list before discussing it as a group:</p>	15 minutes

	<p>Using health services appropriately</p> <p>Avoiding junk food</p> <p>Eating healthily</p> <p>Using local parks</p> <p>Going to the gym</p> <p>Going for a run</p>	
<p><b>View Film</b></p> 	<p><b>FACILITATOR</b></p> <p>Play rest of the film to the end.</p>	10 minutes
<p><b>Activity 3</b></p> 	<p>Discuss why the sticky notes from Activity 2 are in the columns the group chose. What factors make these about individual choice or state intervention? Did you agree with each other or not?</p> <p><b>FACILITATOR</b></p> <p>Some issues the group might discuss include:</p> <p>‘Eating healthily/avoiding junk food’</p> <ul style="list-style-type: none"> <li>• Planning permissions for fast food restaurants</li> <li>• Personal taste</li> <li>• Self-restraint</li> </ul>	10 minutes

	<ul style="list-style-type: none"><li>• Family/cultural traditions</li><li>• Shops in walking distance</li><li>• Price of fresh food</li></ul> <p>‘Going to the gym/for a run/Using local parks’</p> <ul style="list-style-type: none"><li>• Personal safety</li><li>• Policing and crime</li><li>• Clothing (cost of trainers/sportswear)</li><li>• Cost (gym fees, discounts for people on benefits/retired)</li><li>• Body image (risk of abuse for people who don’t conform to ‘thin’ image when running for instance)</li><li>• Accessible facilities (suitable for people with disabilities, people with children etc.)</li></ul> <p>‘Using health services’</p> <ul style="list-style-type: none"><li>• Poor public transport links (bus routes etc.)</li><li>• Opening hours</li><li>• Getting appointments</li><li>• Fear of discrimination</li><li>• Not feeling unwell (but being ‘at risk’ and needing prevention support)</li><li>• Fear of being labelled</li><li>• Not wanting to burden services</li></ul>	
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	<p>During this activity, try and point out things that are shaped by individuals and others that are affected by welfare policies. Encourage the group to see how issues they may see as the responsibility of an individual could be influenced by other social or State factors and vice versa.</p>	
<p><b>Activity 4</b></p> 	<p><b>FACILITATOR</b></p> <p>Hand out blank sticky notes.</p> <p>Ask the group to make a note of something that has struck them today as particularly important or challenging, or something that they would like to explore further (in the final session). You can make more than one note, but please put one point per sticky note. Hand them in to the facilitator.</p> <p>Keep the sticky notes for the final session.</p>	<p>15 minutes</p>





## Session 4




### The Devil's Price: turning points



<b>Aim of the session</b>	To explore changes or turning points in the relationship between a client and a support worker, which may be positive or negative. This session focuses on the tensions that may occur when a health worker and client think about risk differently.
<b>Materials</b>	Sticky notes Biro pens Blank flip chart paper Print out of the homework activity The 'Parking' sheet Laptop, wifi, projector and speakers.

	<b>Content</b>	<b>Time</b>
<b>Introduce aim of the session</b>	In this session, we will look at changes or turning points in a relationship between a client and a support worker. We will explore questions like what happens when a	5 mins



	Community Health Worker and client think about risk differently? Or when there is a clash of values? Or a breakdown in trust?	
<b>Quick activity 1</b> 	Take a moment to think of an example where you felt that you and your client had a strong difference of opinion on what was in their best interests. Make some brief notes to remind yourself of what happened.	5 mins
<b>Introduce 'The Devil's Price'</b>	'The Devil's Price' is a play featuring a mental health peer support worker and service user. Many of the issues raised may resonate with your own experience of building supportive relationships with clients, and the emotional elements of practice.	2 mins
<b>View Film</b> 	<b>FACILITATOR</b> Play film up to the end of the conversation between Marlene and Pete (approx. 5:15mins)	5 mins
<b>Activity 2</b>	<b>FACILITATOR:</b> Split the group into small working groups of 3 or 4 people.	15 mins

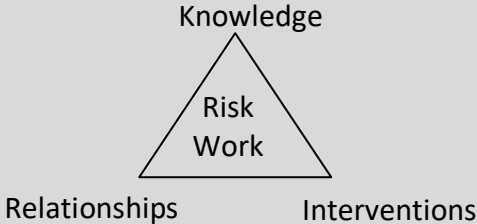
	<p>In this video you can see that Marlene and Pete have built a good relationship with each other but there's a moment in this interaction when it becomes clear that they're working to different agendas, which potentially makes their relationship unsustainable.</p> <p>Ask the groups to briefly discuss the cases you thought of in Activity 1. What was the difference of opinion? Did you do anything about it, or did you follow the client/service user's priorities? Did you seek support or advice at the time for dealing with the case? With whom (or if not, why not?).</p>	
<p><b>View Film</b></p> 	<p><b>FACILITATOR</b></p> <p>Play Marlene's Story and Pete's Story</p>	<p>6 mins</p>
<p><b>Discussion</b></p> 	<p><b>Question to whole group:</b></p> <ol style="list-style-type: none"> <li>1. There are no right or wrong answers, but what do you think you would have done if you were in Marlene's situation? Why?</li> <li>2. Who are you responsible to in your work? (Examples of answers might include: medical doctors, your organisation's KPIs, client, wider community)</li> </ol>	<p>15 mins</p>

	<p>3. How do you deal with a situation when the needs of these different groups are at odds with each other?</p>	
<p><b>Activity 2</b></p> 	<p><b>FACILITATOR</b></p> <p>Hand out sticky notes.</p>	<p>5 mins</p>
	<p>Make a note of something that has struck you today as particularly important or challenging, or something that you would like to explore further (in the final session). You can make more than one note, but please put one point per sticky note. Hand them in to the facilitator.</p>	
	<p><b>FACILITATOR</b></p> <p>Keep the sticky notes for the final session.</p> <p>Review the parking sheet and establish if there are issues that you would like to raise at the final session, or if they need to be addressed elsewhere in the organisation.</p>	





## Session 5



### Bringing it all together

<b>Aim of the session</b>	<ol style="list-style-type: none"><li>1. To review the course themes and their relationship to client work.</li><li>2. Explore how organisations can support staff to manage any difficulties they might encounter in working with risk or other challenges in their relationships with clients or other services.</li></ol>
<b>Materials</b>	Prepared flip chart: 

	Blank flip chart paper A large area of blank wall or board The 'Parking' sheet
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	<b>Activity</b>	<b>Time</b>
<b>Introduce aim of the session</b>	<p>This is the last session of the course. In this session, we will remind ourselves of the main themes of the course and work together to see how they might link to our work with clients. At the end of today we will be thinking about how our organisation might support staff to manage some of the challenges that this course has identified, what we can do to support each other and what kind of self-care we can implement ourselves.</p> <p>Remind the group of the three topics described in the video in week 1 (risk knowledge, interventions and relationships or close equivalents). Leave the flipchart sheet on the wall as a reminder.</p>	5 mins
<b>Activity 1</b>	<p><b>FACILITATOR</b></p> <p>Stick all post-its from the 'Quick reflection' activities in the previous sessions onto the blank wall or board.</p> <p>The aim of this activity is to spot common themes, topics or issues within the collection of notes.</p>	15 mins

	<p>Ask the group to work together to move the post-its around the wall to group them into similar categories or themes. Encourage them to discuss and debate the themes as they go along.</p> <p>Once they've finished, they tell the facilitator what the themes are and the facilitator writes them up on a flip chart. Are there any that don't fit? Use the 'Parking sheet' if necessary.</p>	
<p><b>Activity 2</b></p> 	<p><b>In pairs:</b> think of one case each that some aspect of this course has reminded you of. Discuss with your partner one or two reasons why you made the connection between your work on this course and your experience with your client.</p> <p>As you go discuss the cases, think about which of the themes they address. Are there any themes that come up in your case studies that aren't on the board?</p> <p><b>Feedback:</b> Ask the group for any themes that came up in their conversations that weren't on the previous list. If there were no new themes, ask for examples of how their cases resonated with the original themes.</p>	30 mins

	<p><b>FACILITATOR</b></p> <p>As the discussion develops, add any additional themes that emerge to the list.</p>	
<p><b>Group discussion</b></p>  	<p>This is the end of this course. Over the last few weeks we have spent time discussing a number of the challenging elements of your work. Ask the group:</p> <ul style="list-style-type: none"> <li>- what does it feel like to be on the receiving end of you?</li> <li>- what can you do to get support when you face difficult challenges in your work?</li> <li>- If you don't have this space to discuss these issues, where can you do this?</li> </ul> <p><b>Facilitator:</b> if it feels appropriate, ask staff if there's anything you can do within the organisation to support this in the future. If not, or if you run out of time, you might want to prepare a short report or give feedback to your organisation about what can be offered to further support staff.</p>	<p>15 minutes</p>