



Risk Work Pilot Course

Guidance for facilitators

Welcome to the “Risk Work” development course!

Thank you for agreeing to pilot this course. The sessions you and your colleagues will work through have been informed by research into the everyday 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 colleagues working in community interest groups delivering health support services and an arts practitioner to produce four short films about the work of Community Health Workers. The first film is researchers’ discussions about the topic. The other three 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.

Who is the course for?

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

We expect groups to be between 5 and 12 people who work in the same organisation or team. 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 is not 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 their 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. There is a lot to cover in all of these sessions, and keeping discussion to time will be a key task for the facilitator.

Preparation

Before the course starts please send round the introductory email included with this guidance. This will help to introduce the course and prepare the participants for what to expect. Please also make sure each participant has received a copy of the Participant Information Sheet.

Course outline

Session 1 Introduction: An introduction to the course, which gives some background information from experts on risk, interventions and CHW-client relationships.

Session 2 ‘Up a Gum Tree’: This session uses the first of the fictional films to explore the beginnings of relationships between CHWs and clients. Dolores, a Pregnancy Support 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’: 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 can Bernie really make changes to his life?

Session 4 ‘The Devil’s Price’: 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 ask you to bring case studies from your own practice to discuss. What makes all this challenging and what can your organisation do to support its employees?

Tips for facilitators

The role of the facilitator

The main role of the facilitator in this course is to help the participants achieve their learning outcomes by guiding discussions. This is not a course with a list of information to teach or learn: instead participants will learn by taking time to reflect on their own experiences, using the recorded films as triggers for ideas or think-points. Your job is therefore to *facilitate* their discussions, rather than lead them.

This course is designed to challenge participants to think differently about familiar issues they may take for granted. One example of this that comes up in the first session might be

how they think about the influences on their own health and that of their clients. If they generally think that health is in the hands of an individual, how might they start to think about other possible influences from the environment or from government policy on health behaviours and healthy lifestyles? As a facilitator, you can respectfully challenge participants' usual ways of thinking about things by supporting them to question what they are watching or what others are saying. Perhaps it might also challenge you too!

“Parking” other issues

Inevitably, discussions won't stay exactly on track. It might be all too easy for your group to spend time critiquing the practice they see in the films, or discussing specific issues relating to your organisation. These are not the aim of the course, but they may feel very important to some members of the group.

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 do not 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 to be discussed 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.

Another use of the 'parking space' is if an apparently relevant discussion has gone on for too long but is not yet resolved. You can acknowledge this and return to it outside the course (if appropriate), or in the final session.

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. The pre-prepared flip charts should not take more than five minutes to create.

Prompt and follow-up questions

Prompt questions are included in some of the discussion activities. It is likely these will not (all) be necessary, but they may help if the conversation is flagging. You do not need to use all or any of them if the discussion is flowing well.

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 and be prepared with information about any relevant external organisations that could help. For the pilot, it would also be useful to feed back to the project team if any issues arise so we can consider if any of the tasks need adapting.

Online forum for feedback for development course

A confidential forum (e.g. 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 social media account or access to an alternative forum.

Evaluation

This is the first time this course has been delivered and we are keen to learn about your experiences to improve it in the future. We have planned a small evaluation.

The evaluation has three stages. All information collected will be anonymised which means no individual names will be recorded or shared. Any data collected will not be shared with any third party organisations.

1. Observations

We would like to observe 2 or 3 of your five sessions. You will already have received an email with details. If you are not sure, please contact one of us (details at the end of this guidance). This is an observation of the design, structure and content of the course, with a view to making improvements to the materials that we provide, and is not an evaluation or assessment of the participants, facilitator or organisation.

2. Short questionnaires

At the end of each observed session we would like to ask the participants to complete a short questionnaire about the session. This should take up to 5 minutes.

3. Follow-up interview with the facilitator

Shortly after the end of the course, we would like to schedule a time to talk to further about your experiences. Again, this is a way for us to get feedback on the structure and content of

the course and not an assessment of you as a facilitator. The conversation will take between 30 and 60 minutes depending on your availability and will be audio recorded if you are happy with this.

Key Contacts


If you have any questions or problems with delivering the course, please contact




Nicola Gale (n.gale@bham.ac.uk), Manni Sidhu (ms964@leicester.ac.uk) or Juliet Rayment (Juliet_rayment@yahoo.co.uk).





Pilot Session 1: Introduction: Challenging our everyday experiences



Aim of the session	<ol style="list-style-type: none">1. To introduce the course to participants, describe what it aims to achieve and what it won't do.2. Set ground rules for positive group work.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.4. Encourage them to start to think about some of the challenges and tensions involved in different parts of their work
Materials	<p>Prepared flip chart sheets:</p> <ol style="list-style-type: none">1. 'Parking' sheet2. Activity sheet (one or two sheets together in landscape orientation) as follows: <div data-bbox="495 967 1232 1161" style="border: 1px solid black; padding: 10px; text-align: center;"><p>Health is solely the responsibility of an individual ↔ Health is the responsibility of the state/ government</p></div>3. Ground Rules sheet:<ul style="list-style-type: none">• Respect confidentiality (no names outside of the room)• There are no right or wrong answers• Remember to use 'I' (when discussing your own experiences, don't make assumptions about

	<p>what other people think)</p> <ul style="list-style-type: none"> • Willingness to share examples of practice • Non-judgemental approach to feedback • Others? <p>Print out homework task Blank flip chart paper Blu-tack Post-it notes Pens (flip chart and ball point pens)</p>
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	Content	Time
	<p>FACILITATOR</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 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>	
Introduce the course	<p>FACILITATOR</p> <p>Review pre-course introduction email and ask if there are any questions.</p>	5 mins

<p>Introduce today's session</p>	<p>In this session we will be turning the microscope onto your work. What makes it enjoyable? What makes it challenging?</p> <p>Your job is often challenging. This is partly because you are required to (1) understand and explain health risks to your clients, (2) encourage them to make lifestyle changes and report these changes back to your organisation/commissioner or the NHS and then also (3) care for and support your clients at the same time. These three aspects of the work may sometimes be in tension with each other. This session aims to introduce some issues around how we identify and calculate risks, the strategies we use to reduce them and the relationships we build with clients. We will build on this in the following sessions.</p>	<p>5 mins</p>
<p>Setting group ground rules</p> 	<p>FACILITATOR: If the members of the group do not already know each other, then ask them to (briefly) introduce themselves with their first name and their job title.</p> <p>List ground rules on a flip chart and pin to the wall. Ask for up to two further rules from the group if they have any suggestions.</p> <p>Explain and stick the 'parking sheet' onto the wall.</p>	<p>10 mins</p>
<p>View risk film</p>  	<p>FACILITATOR</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. While they watch, ask the group to briefly note anything that strikes them as interesting or surprising or that reminds them of anything they have encountered at work.</p>	<p>10 mins</p>




	Play film segment on 'risk knowledge' (up to around 9:40).	
Activity 1  	FACILITATOR Put the Activity Sheet on the wall and ask the group to split into two working groups. Ask one group: '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. Ask the other group to indicate on the spectrum with a cross where they think their clients would position themselves. Would it be different in different areas? Look at both the charts as a whole group: is there a discrepancy between where the crosses are? If so, why is that? If there is no difference, what does this mean for health trainers and their clients?	20 mins
View film 	FACILITATOR Play segment on interventions and relationships (to end of the film)	11 mins
Discussion 	Looking back at the results of our previous activity we can see that there is the possibility that we start relationships with clients with different perspectives on their health and circumstances. Considering that difference in perspective, what might help you build a relationship with a client in the future?	10 mins
Activity 2	The purpose of today has been a little bit of revision – these issues will be explored more over the last few weeks.	5 mins



	<p>Write down on post-it notes, one or two things from today that have made you think. One per note. Give them in to the facilitator.</p>	
	<p>FACILITATOR</p> <p>Keep the post-it notes for the final session.</p>	
<p>Set homework task</p> 	<p>Come to the next session with one 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?</p>	<p>2 mins</p>




Pilot Session 2: Up a Gum Tree – New relationships

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

	Activity	Time
Introduce aim of the session	<p>FACILITATOR</p> <p>This session explores establishing relationships with clients. Today 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?</p>	5 minutes
Introduce Dolores and Sabra	<p>This play features a Pregnancy Outreach Worker 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.</p>	

<p>View film</p> 	<p>FACILITATOR</p> <p>Play the film up to the end of the conversation between Dolores and Sabra (time: 6:38). Pause.</p>	<p>7 minutes</p>
<p>Activity 1</p> 	<p>FACILITATOR</p> <p>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.</p> <p>Activity in pairs: Talk to your partner about the case study you brought. Why did the relationship never get off the ground? Did you recognise any of the challenges that Dolores experienced?</p> <p>Volunteer pairs feed back two key challenges to establishing relationships based on identifying ‘at risk’ people, from their discussion.</p> <p>Example prompt questions:</p> <ul style="list-style-type: none"> • Does anyone have any further questions or comments about what we’ve heard? • What part of the conversation between Dolores and Sabra was most familiar to you? 	<p>15 minutes</p>
<p>View film</p> 	<p>FACILITATOR</p> <p>Play Dolores’s Story and Sabra’s Story until the end of the film.</p>	<p>6 minutes</p>


<p>Discussion</p> 	<p>Group Discussion:</p> <ol style="list-style-type: none"> 1. 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? 2. What do you think Sabra (client) thinks of Dolores (Pregnancy Outreach Worker) and why? <p>Example follow-up questions if necessary:</p> <ul style="list-style-type: none"> • What information do you have about someone when you first meet them? • How far does this help you build a picture of your client? • What assumptions do you think you make before that first appointment? • Can you think of an example when you’ve really changed your mind about a client as you’ve got to know them? • How far can you relate to your clients’ experiences? • Have you ever been in a situation where you’ve known a client or their family or friends personally? 	<p>20 minutes</p>
	<p>NOTES FOR FACILITATOR: 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. The way we decide that someone is at risk frames how we view people before they come in front of us. We’re always working with this – agreeing with the risk assumptions or thinking of ways it doesn’t apply in this case.</p>	



<p>Activity 2</p>  	<p>FACILITATOR</p> <p>Hand out post-it notes.</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 post-it note. Hand them in to the facilitator.</p> <p>FACILITATOR</p> <p>Keep the post-it notes for the final session.</p>	<p>5 minutes</p>
<p>Set homework task</p> 	<p>In the cities, towns or villages you work in, irrespective of individual personalities and characteristics of clients or service users, what positive and negative things affect people's health and wellbeing in those areas?</p> <p>Bring 2 examples of positive things and 2 examples of negative things. If you are visiting these places this week, you might like to take photos on your smart phones of the areas to prompt your memory next week.</p>	<p>2 minutes</p>


DRAFT Session 3: Nuts and Seeds – Making Progress



<p>Aim of the session</p>	<p>To explore the challenges facing individuals by the places they live and work in. How does where we live and work; who we know and what we think affect our health and wellbeing? To explore how relationships develop over time with clients/service users and the boundaries of practice (i.e. limits of the intervention).</p>			
<p>Materials</p>	<p>Prepared flip chart paper:</p> <p style="padding-left: 40px;">1. Three vertical columns</p> <table border="1" style="margin-left: 40px; width: 60%;"> <tr> <td style="padding: 5px;">Government responsibility</td> <td style="padding: 5px;">A bit of both</td> <td style="padding: 5px;">Individual responsibility</td> </tr> </table> <p>Prepared post-it notes with one of each of the following on each note:</p> <p>Using health services appropriately Avoiding junk food</p>	Government responsibility	A bit of both	Individual responsibility
Government responsibility	A bit of both	Individual responsibility		

	<p>Eating healthily Using local parks Going to the gym Going for a run</p> <p>Blank Post-it notes Pens (flipchart pens and ballpoint pens) Printed copy of the 'homework' activity The 'Parking' sheet</p>
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	Activity	Time
<p>Introduce aims of the session</p> 	<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 medical and social risks and how far individuals have control over or responsibility for their own health and behaviours – and how far wider government policies and local authority planning and policies influence health.</p> <p>We'll be exploring questions about how where we live and work; who we know and what we think affects our health and wellbeing.</p>	<p>5 minutes</p>

	<p>NOTES FOR FACILITATOR: 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, access, 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>Introduction to 'Nuts and Seeds' plus 'trigger warning'</p> 	<p>FACILITATOR</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 bereavement, which some participants may find difficult for personal or professional reasons.'</p> <p>It is good practice to warn the group at the start of the session that these topics will arise and to include a reminder that they can access the support you described in the first session. Remind the group that some members may find these issues difficult and to continue being respectful to each other, as they have been doing so far.</p>	<p>2 minutes</p>
<p>View Film</p> 	<p>FACILITATOR</p> <p>Play entire film about Bernie and Paul.</p>	<p>10 minutes</p>

Activity 1	FACILITATOR: Remind the group about the homework activity (to think about issues that, irrespective of individual personalities or characteristics, affect people’s health, wellbeing and behaviours) and the activity in the first session where they placed themselves on a spectrum of responsibility for health and wellbeing between State and individual control.	10 minutes
	Building on these activities, today we’re going to look at examples of health behaviours and think about the extent to which individuals or the state is 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>FACILITATOR</p> <p>Set up the activity flip chart.</p> <p>Show the prepared post-it 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> <p>Using health services appropriately Avoiding junk food Eating healthily Using local parks Going to the gym Going for a run</p>	
<p>Discussion 1</p> 	<p>Once the chart is full, discuss why they are in the columns you all chose. What factors make these about individual choice or state intervention? Did you agree with each other or not?</p> <p>FACILITATOR</p> <p>Some issues the group might discuss include:</p> <p>‘Eating healthily/avoiding junk food’</p>	<p>15 minutes</p>




- Planning permissions for fast food restaurants
- Personal taste
- Self-restraint
- Family/cultural traditions
- Shops in walking distance
- Price of fresh food



‘Going to the gym/for a run/Using local parks’

- Personal safety
- Policing and crime
- Clothing (cost of trainers/sportswear)
- Cost (gym fees, discounts for people on benefits/retired)
- Body image (risk of abuse for people who don’t conform to ‘thin’ image when running for instance)
- Accessible facilities (suitable for people with disabilities, people with children etc.)

‘Using health services’

- Poor public transport links (bus routes etc.)
- Opening hours
- Getting appointments
- Fear of discrimination
- Not feeling unwell (but being ‘at risk’ and needing prevention support)




	<ul style="list-style-type: none"> • Fear of being labelled • Not wanting to burden services <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>Discussion 2</p> 	<p>Question to whole group:</p> <p>Think of examples of clients who weren't able to do the activities you set for them – why was this the case? What was the impact on you as their Community Health Worker? (i.e. any feelings you had or repercussions for you?)</p>	<p>10 minutes</p>
<p>Activity 2</p> 	<p>FACILITATOR</p> <p>Hand out post-it notes.</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 post-it note. Hand them in to the facilitator.</p>	<p>5 minutes</p>




	FACILITATOR Keep the post-it notes for the final session.	
Set homework task 	Can you 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? (It doesn't matter whether you shared this difference of opinion with them or not!) Bring the example with you next time.	2 minutes


Pilot Session 4: The Devil's Price – Turning Points

Aim of the session	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.
Materials	<ul style="list-style-type: none"> Post-it notes Biro pens Blank flip chart paper Print out of the homework activity The 'Parking' sheet

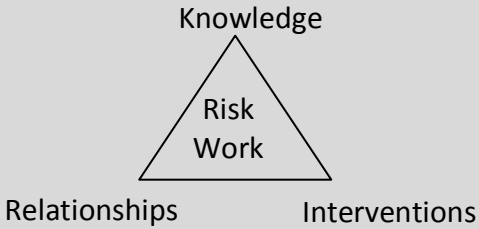
	Content	Time
Introduce aim of the session	In this session, we will look at changes or turning points in a relationship between a client and a support worker. We will explore questions like what happens when a Community Health Worker and client think about risk differently? Or when there is a clash of values? Or a breakdown in trust?	5 minutes
Introduce 'A Price Worth Paying'	'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.	

<p>View Film</p> 	<p>FACILITATOR</p> <p>Play film up to the end of the conversation between Marlene and Pete (approx. 5:15mins)</p>	<p>5 mins</p>
<p>Activity 1</p> 	<p>FACILITATOR: Split the group into small working groups of 3 or 4 people.</p> <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 they have brought: 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?</p>	<p>15 minutes</p>
<p>View Film</p> 	<p>FACILITATOR</p> <p>Play Marlene's Story and Pete's Story</p>	<p>6 mins</p>

<p>Discussion</p> 	<p>Question to whole group:</p> <ol style="list-style-type: none"> 1. There are no right or wrong answers this but what do you think you would have done if you were in Marlene’s situation? Why? 2. Who are you responsible to in your work? (Examples of answers might include: medical doctors, your organisation’s KPIs, client, wider community) 3. How do you deal with a situation when the needs of these different groups are at odds with each other? 	<p>15 minutes</p>
<p>Activity 2</p>  	<p>FACILITATOR</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>FACILITATOR</p> <p>Keep the post-it notes for the final session.</p> <p>Review the parking sheet and establish if there are issues that you would like to raise</p>	<p>5 minutes</p>



	at the final session, or if they need to be addressed elsewhere in the organisation.	
Set homework task 	Bring two case studies from your own caseload (current or past) that speak to some of the issues that have arisen across this course and be prepared to share them with the group and why you have chosen them.	2 minutes

Pilot Session 5: Bringing it all together

Aim of the session	To review the course themes and their relationship to client work. 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.
Materials	<p>Prepared flip chart:</p>  <p>Blank flip chart paper A large area of blank wall or board The 'Parking' sheet</p>

	Activity	Time
Introduce aim of the session	<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 minutes
Activity 1	<p>FACILITATOR</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> <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</p>	15 minutes



	facilitator writes them up on a flip chart. Are there any that don't fit? Use the 'Parking sheet' if necessary.	
<p>Activity 2</p>  	<p>In pairs: briefly introduce your two chosen cases from the homework activity to your partner. Tell your partner one reason why you chose them. Alternate cases between the two of you and try to spend no more than 5 minutes on each case.</p> <p>As you go through the cases, think about which of the themes the cases address. Are there any themes that come up in the case studies that aren't on the board?</p> <p>Feedback: 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> <p>FACILITATOR</p> <p>Help the group keep to time by reminding them to swap every five minutes during their pair conversations.</p> <p>As the discussion develops, add any additional themes that emerge to the list.</p>	30 minutes
Group discussion	<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.</p> <p>- what does it feel like to be on the receiving end of you?</p>	15 minutes



- what can you do to get support when you face difficult challenges in your work?
- If you don't have this space to discuss these issues, where can you do this?

Facilitator: 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.