

# MENTAL HEALTH INTER-PROFESSIONAL EDUCATION

## *Workshop Planner*



University of the  
Sunshine Coast  
The best of both worlds



## Project Team

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## Acknowledgements

With thanks to Anne Webster, David Duncan and Michelle Moore.

This manual is part of a pilot study funded in 2011 by the Office of Learning and Teaching, University of the Sunshine Coast and the Sunshine Coast Institute of TAFE.

The content builds on and acknowledges the work of:

Morrissey, S.A., Davidson, G., McAuliffe, D., McAllister, M., McConnell, H. & Reddy, P. (2010). *Preparing Mental Health Practitioners for Multidisciplinary Mental Health Placements: A Distributed Leadership Approach to Cross-Disciplinary Education and Training*.

Support for the original work was provided by the Australian Learning and Teaching Council Ltd.

## Suggested Citation

Suggested citation for the work is: McAllister, M., Statham, D., Oprescu, F., Taylor, P., Boulter, C., Schmidt, T., & Barr, N. (2012). *Mental Health Interprofessional Education*. Maroochydore: University of the Sunshine Coast.

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# INTRODUCTION

This Workshop Planner acts as a guide to the delivery of workshops.

**AIM:** The workshop planner is designed to give you enough information to coordinate the workshop logistics effectively. It aims to provide you with the pertinent aspects for the creation of an effective learning experience. During the workshop, each facilitator and student shares an equal responsibility to contribute to the success of the workshop.

- Checklists have been included to assist in the planning and delivery of the workshop. These checklists can be used to determine what needs to be done and who is responsible for each task. Consider selecting one person as a Lead Facilitator to coordinate and guide the workshop planning to ensure that all tasks are completed successfully.

## Ground rules for facilitators

When facilitator guides and workbooks are available for your use, they need to be conveyed without losing the spirit of the aims. This will help to ensure validity of the educational intervention. But you also need to be responsive to the unique group with whom you are working, so feel free to make some adaptations, to:

- Ensure the content and activities are **WELL STRUCTURED**, **WELL TIMED** and **WELL PRESENTED** to enable a good flow to the workshop.
- Ensure there are a **RANGE OF ACTIVITIES** to keep the participants' interest.
- **MIX** the types of activities so there are not long periods of the same activity (DVD presentations, group discussion, whole group discussion, simulations, questions, meal breaks, and time for individual reflection).
- Ensure the emphasis of any workshop is on **INTERACTION**, not relying too heavily on DVD presentations.

## Facilitator responsibilities

It is important for facilitators to demonstrate good listening skills to reassure participants and to activate emotional support within the group, especially when dealing with sensitive issues. It is the responsibility of the facilitators to ensure that confidentiality is maintained. Agree on ground rules with the participants and let them know that what is said in the workshop remains confidential. Encourage participants to share their concerns and to discuss different points of view. Be aware of possible differences between participants. Offer reassurance, encouragement, support or advice, as appropriate. Examples and scenarios used during workshop sessions might remind participants of painful personal experiences. As a facilitator, determine whether it is appropriate to deal with such issues individually or as a group.



## Recruitment of facilitators

Email an *Expression of Interest for Facilitators* with an information sheet on the workshop attached. Generate an Excel spreadsheet to collate details of potential facilitators. Consider appointing a Lead Facilitator to coordinate and guide the workshop planning to ensure that all tasks are completed successfully. Ensure you have allocated enough facilitators to cover each session of the workshop.

### FACILITATOR CHECKLIST:

- Email an *Expression of Interest for Facilitators*
- Generate an Excel spreadsheet
- Consider appointing a Lead Facilitator
- Allocate enough facilitators to cover each session of the workshop

# PLANNING THE WORKSHOP

This section guides facilitators through the planning considerations for the participants, content and processes for the workshop.

The team of facilitators will need to meet to plan the workshop and to agree on who will be responsible for the various planning tasks. At least three meetings are suggested to plan who will present which sessions, what content and scenarios to include, and to rehearse the presentation. Allow time to make adjustments to the timing and order of the workshop activities if needed.

Consider using the STAR framework<sup>1</sup> and lesson plan to guide workshop content:

**Sensitising:** Activities that awaken students to significant human issues in need of social change; to impress upon students their role in making a difference in practice

**Taking Action:** Knowledge linked to action; activities that challenge students to learn skills and interact effectively; develop procedural, communication, emotional intelligence and advocacy skills

**Reflection:** Activities that challenge habits of mind; Invite a rethink to extend practices; use thinking that empowers self and colleagues for the future; critical, constructive and creative reasoning skills.

(A STAR Lesson Plan Template is included in Appendix 1)

## MEETING CHECKLIST:

- Establish meeting dates
- Agree on who will be responsible for the various planning tasks
- Develop lesson plans



## Administrative support

Consider budgeting for up to 20 hours of administrative assistance in the lead up to the workshop. The main duties for an administrative assistant would include the creation and maintenance of Excel spreadsheets to manage the recruitment and retention of students and facilitators; making any adjustments to the workbooks or guides resulting from decisions at the planning meetings; sending information to the participants, including the date, time and venue for the workshop, what sections of the workbook to complete beforehand, and what to bring on the day. If the workshop is conducted across dual sectors (eg university and TAFE), ensure that the logos for both institutions are on all printed workshop materials. (Consult with your institution's marketing and communications department, if required).

The administrative assistant is responsible for the completion of the checklists, in liaison with the lead facilitator.

Some other tasks an administrative assistant can perform include:

- Send out the EOI emails for students and facilitators
- Send an email with group contact details to the student representatives
- Create and maintain the Excel databases
- Update the spreadsheet as students accept offers
- Email each participant information for the workshop
- Email instructions and pre-workshop information to the selected participants
- Organise and minute the workshop planning meetings
- Make any adjustments to the workbooks
- Book venue
- Organise the catering
- Organise any other resources required for the workshop
- Print out the required number of facilitator guides
- Print out the required number of student workbooks
- Print out evaluation forms for pre and post evaluation
- Arrange for the workbooks to be delivered to the participants (in class)
- Book a photographer (to keep visual record and future workshop publicity)
- Organise the borrowing of laptops (if required)
- Prepare the *Certificate of Completion* for each participant
- Arrange for leader to sign certificates
- Send certificates to students

<sup>1</sup> McAllister, M. (2012). STAR: A transformative learning framework for nursing education. *Journal of Transformative Education*, 9(1), 42-58.

## Consider your participants

Consider these inclusion criteria to help you plan content and process.

CRITERIA	INFLUENCE ON PLANNING ACTIVITY
The tertiary level of students participating (eg final year, postgraduate, and TAFE)	Target the pre-reading activities according to your participant level.
Students time constraints	Select an appropriate mode of delivery and duration for the workshop.
Students register their interest in attending the workshop	This enhances student commitment and establishes an estimate of participant numbers for the workshop.
Students complete pre-workshop activities	If students are well prepared, then the focus of the workshop activities can be on participation and group interaction.

### PARTICIPANT RECRUITMENT CHECKLIST:

- Check that EOI was emailed to students
- Develop a student selection process and maximum number of participants
- Develop a process to match students into workshop groups
- Send out Workshop Participation agreements (see Appendix 2 for template)
- Consider appointing student representatives to manage student retention
- Provide the representative with contact details for their participant group

## Venue

Identify an appropriate workshop venue on campus. If there is not a suitable option on campus, consider off campus venues if your budget allows venue hire. Consider transport options for participants and facilitators if an off campus venue is selected. Determine in advance what resources are provided by the venue and what you will need to supply. Ensure you are aware of the guiding policies for the venue in relation to such issues as whether food and drink is allowed in the rooms, etc. If possible, having one laptop per group would be useful for recording and retaining an electronic record of the group notes from the workshop. Consider borrowing laptops from your institution (library or IT department), or organising with your student representatives for one participant from each group to bring a laptop to the workshop.

### VENUE CHECKLIST:

The minimum requirements for the workshop venue would be:

- An appropriate room to accommodate the group
- Enough tables and chairs for participants and facilitators
- A meeting room for the facilitators
- Check guiding policies for the venue
- Catering for the group (if your budget allows)
- AV equipment (Laptop/computer, digital projector/whiteboard)
- Arrange laptop borrowing (1 per group, if possible)

## Catering

Catering can be used as a tool to attract and retain participants. Consider what your budget will allow for catering purposes. You may need to allow up to \$20/person/day for morning and afternoon tea alone. Check what catering options are available to you at the venue. Consider arranging outside catering if this is more cost effective and it is allowed by the venue. Notify the participants and facilitators of the catering arrangements in advance, so that they are aware which meals they need to supply/buy for themselves. If there is a budget for catering, consider the following points:

### CATERING CHECKLIST:

- Check what catering options are available to you (venue/outside)
- Determine which meals will be catered for, if any
- Order catering for participants and facilitators
- Arrange for payment of the catering invoice
- Notify the participants and facilitators as to the catering arrangements
- As a minimum, ensure that there is access to drinking water

# CONDUCTING THE WORKSHOP



## Resources required

- Student Workbooks (bring spares in case they are needed)
- Facilitator Guides
- Student name tags
- Table name tags
- Workshop evaluation forms
- LCD projector (for PowerPoint)
- DVD Player (if using DVDs)
- Laptops (borrow/bring 1 per group if possible)
- Camera (if you have not hired a photographer)
- Whiteboard, whiteboard markers
- Butchers' paper and mount board
- Blu-tack
- Sufficient seating for the number of students in attendance
- Sufficient work tables for students
- Extra pens and note paper
- Refreshments/catering

## Setup and registration

The **LEAD FACILITATOR** should check that the room is set up appropriately. Arrive at least 30 minutes before the workshop commences to set up the room and for a final briefing with the facilitators. Chairs and tables should be arranged for small group work. As participants arrive, register their attendance and ensure they are prepared for the workshop, as per the *Participant Arrival Checklist*. It is up to the Lead Facilitator to ensure that the workshop begins on time, and morning tea, lunch and afternoon tea breaks are taken as close to scheduled as appropriate. The Lead Facilitator should also make any necessary announcements about venue rules, breaks, and occupational health and safety.

### PARTICIPANT ARRIVAL CHECKLIST:

- Confirm the participants' details and assign them to a group
- Confirm they have their Student workbook. Have extra copies available
- Confirm they have completed the pre-workshop reading/activities
- Distribute name tags
- Assign participants to their group and table location
- Distribute evaluation forms

## The Workshop Introduction (Lead facilitator)

It is important to let the participants get comfortable with the venue and to get to know each other and the facilitators. It will help participants develop trust and confidence in sharing during the workshop activities.

Consider the following introduction:

- Open the workshop with a **PERSONAL INTRODUCTION** and talk briefly about the **AIMS** of the workshop
- Try to relate this to some **QUICK EXAMPLES**
- Discuss the **STRUCTURE** of the workshop
- Move on to some **ICE-BREAKERS** so the participants get to know each other

## Ice-breakers

Here are a few ice-breakers to get the group more comfortable working together:

### UNIQUE CHARACTERISTICS/ YOUR FAVOURITE THINGS

Divide the group into pairs and give participants a few minutes to interview each other about their lives and interests. Gather the entire group and let each participant introduce their partner by name and share two characteristics about them or two favourite things.

### BALL TOSS

Form a circle with participants and toss a ball around the circle. Participants state their name as they catch the ball. After a few minutes, when catching the ball, ask them to call out the name of the person who tossed the ball to them.

### NAMETAGS

Prepare a nametag for each participant and place the nametags in a box. Each participant picks a nametag from the box. Participants locate the person whose nametag they drew and they introduce themselves.

→ More ice-breakers can be found at: [www.icebreakers.ws/](http://www.icebreakers.ws/)

## Ground rules

Consider having the participants work together on the ground rules and the facilitators' expectations of the groups. Establishing ground rules can prevent group dysfunction, and give you consent for taking action on any disruptive behaviour. Basic ground rules may include:

In this group we believe that:

- **PUNCTUALITY** is important
- **RESPECT** is valued. This means...
  - Mobile phones will be turned off.
- **DIALOGUE** is important. This means...
  - All participants are encouraged to ask questions and give **FEEDBACK**.
- **CONFIDENTIALITY** is important and will build group trust.

## Evaluation

- **LOGICAL EVALUATION** gathers information on all the learning aims gathering data from all stakeholders who stand to benefit.
- In health education, **STAKEHOLDERS** might include: students, educators and consumers.
- **DATA SOURCES** may include: subjective perceptions, but also objective indicators of knowledge, attitudes and behavioural changes.
- **CONSIDER** the sourcing or development of evaluation tools that best explore and measure these elements.
- Remember not to overload participants with surveys and focus groups. **KEEP IT SIMPLE!**

One simple post evaluation of process can ask three questions:

- 1 What worked well?
- 2 What would you do differently?
- 3 Any other comments

→ More information on scales for evaluation can be found at: [www.socialresearchmethods.net/kb/scaling.php](http://www.socialresearchmethods.net/kb/scaling.php)



# WORKSHOP CLOSURE

A brief, well-structured closure can have a positive impact on participants as they complete the workshop. However, closing a workshop often receives the least attention in the workshop planning process.

To save time at the end of a workshop, **CLOSING ACTIVITIES** are routinely shortened or overlooked.

Facilitators need to **MANAGE** the **TIMING** of workshop activities to allow sufficient time for workshop closure.

These activities are important as they:

- Provide a summary affirming what has been learned
- Reflect on the practical application of what has been learned
- Enable unresolved issues to be addressed by the facilitators
- Suggest appropriate follow-up (eg invite any feedback via email)
- Signal the end of the workshop

Facilitators will have an opportunity to debrief after the workshop to discuss any issues. Consider discussing the following:

- General impression of the workshop—**STRENGTHS** and **WEAKNESSES**.
- How the students **ENGAGED** with the materials.
- Any specific **FEEDBACK** from students on areas for improvement.
- Any particular **ACTIVITIES** that facilitators feel might need improvement.



## APPENDIX 1: STAR Lesson Plan

<b>Date:</b>		<b>Course:</b>	
<b>Lecturer:</b>		<b>Topic:</b>	
<b>Need for transformative learning:</b>			
<b>Learning outcomes:</b>			
<b>STAR prompt</b>	<b>Duration, description of activity, with rationale</b>	<b>Resources</b>	
<b>Sensitising</b> Describe the sensitising activity			
<b>Taking Action</b> Describe what knowledge, attributes or skills students will have practice putting into action			
<b>Reflective learning prompts</b>			
<b>Questions that prompt recollections of what happened and the impact:</b> <ul style="list-style-type: none"> <li>■ What was happening in the margins?</li> <li>■ What tacit knowledge is revealed?</li> <li>■ What silences can we learn from?</li> <li>■ How does this issue relate to wider social issue?</li> <li>■ What could be changed for the future?</li> </ul>			
<b>References:</b>			
<b>Session evaluation:</b>			

## APPENDIX 2: Workshop Participant Agreement Template

Participant's name:	Institution logo
Student number:	
Email:	

### PARTICIPANT'S COMMITMENT

I agree to (tick all boxes):

- Attend all sessions
- Complete agreed pre-workshop activities
- Participate in and respect agreed workshop format
- Participate actively in session activities and discussions
- Contribute to evaluation by completing all workshop surveys

### PHOTOGRAPHY CONSENT

I understand that photography and audio/electronic recordings may take place during the workshop and may be reproduced in USC publications and websites. USC may use recordings for teaching purposes. I give/do not give consent for my image to be included for these purposes.

Participant's signature:	Date:
Lead Facilitator's signature:	Date:

Date of Workshop:
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