**Facilitator guide: RCOT 2023 Elizabeth Casson Memorial Lecture**

*Nothing grows in toxic environments*

Thank you for being the group facilitator for the toolkit event RCOT 2023 Elizabeth Casson Memorial Lecture.

Your role is to facilitate discussions and encourage participants to think critically to enrich the debate. No previous knowledge needed, just bring your interest and enthusiasm to participate in all group activities.

Using this facilitator guide supports the Facilitation of Learning pillar of the [RCOT Career Development Framework](https://www.rcot.co.uk/publications/career-development-framework).

**Preparing for the event**

To host a RCOT 2023 Elizabeth Casson Memorial Lecture event you will need:

* a room or event hosting platform such as Zoom or Teams with the capacity to welcome the number of participants you expect.
* access to the internet
* a screen to play the lecture if you are meeting face-to-face.
* the link to the lecture (this will be provided as soon as available).

If you need further guidance, please contact [prof.dev@rcot.co.uk](mailto:prof.dev@rcot.co.uk)

**Facilitating the event**

**Introduction**

(Takes about ten minutes)

* Welcome the participants.
* Recap on the lecture topic and the lecturer. To help you, here is some background information about the lecture topic

In this lecture, Keir discusses the importance of our relationships with our clients and how these can be impacted by:

* the socio-political environment surrounding occupational therapy
* the culture of the organisation where one works
* the stigmatisation of people with mental health issues as being different or inferior.

Keir will explore how these areas shape our experiences and why we continue to support environments that harm people's wellbeing. The lecture will be a thought-provoking discussion on the interplay of stigma, policy, politics and relationships in shaping our lives.

Keir's lecture content may contain language and themes related to self-harm and suicide. If you are sensitive to these topics or are in distress, please be cautious when engaging with this content and consider reaching out to a trusted friend, family member, or a mental health professional for support. Remember, you are not alone and [there are resources available](https://www.nhs.uk/nhs-services/mental-health-services/) to help you.

* Review the sequence of activities.
* Preview the questions on pages 3-4 of the toolkit, that the participants will be discussing after the film. Suggest participants keep the questions in front of them as they watch.
* Invite people to take notes as they listen if they want.
* All the timings are guidelines. Use your judgement to decide if the group needs more or less time for each activity.

**RCOT 2023 Elizabeth Casson Memorial Lecture screening**

[Register and watch live](https://www.rcot.co.uk/2023-elizabeth-casson-memorial-lecture) on Thursday 27 April, 6.30–8pm. A recording will be available shortly after the lecture.

**Individual initial refection**

(About 15 minutes)

You can be flexible with the time as people gather their thoughts. Keep an eye on time so it does not overrun.

**Paired discussion**

(About 15 minutes)

Remind participants that:

1. There are no right or wrong answers to the questions.
2. The questions help participants consolidate their learning, spark discussion and expand their understanding of the lecture.
3. Share your answers as far as you feel comfortable and discuss your thoughts.

**Group discussion**

(About 25 minutes)

Be prepared to start the discussion by feeding back on your own pair summary. Depending on group size, warn people they have a time limit to allow everyone to speak. Keep people to time, as it is important that each pair has a chance to feed back to the group.

If you are hosting the event online, considering using a chat box function or other interactive tool to enable people to engage flexibly in the discussion. Consider asking a volunteer beforehand to get the online chat going. You might also want to ask someone to be a co-facilitator by keeping an eye of the chat function and raising any pertinent points or questions as it can be tricky to keep up with the chat sometimes! Make notes on pair summaries and keep an eye on the chat for key themes.

Once all pairs have fed back, be prepared to start the group discussion by summarising themes, drawing out key points and asking people what they think, or inviting a chat contributor to share verbally what they wrote.

If the group moves to an open-ended discussion rather than waiting to share all pair summaries, this can be encouraged. Make sure, though, that each pair has had the opportunity to feed back on their summaries if they want to.

**Final individual reflection**

(About five minutes)

Make sure you give yourself time for this activity too.

**Thank you and close**

(About five minutes)

* Thank participants for their time.
* Remind them to revisit this resource in the next few days and complete the Follow up reflection and application.
* Invite participants to send their feedback to RCOT.

**Feedback**

Your views are important to us. Let us know what you think about this resource and share how you’ve used it. Send your feedback to [prof.dev@rcot.co.uk](mailto:prof.dev@rcot.co.uk) or on Twitter [@CPD\_RCOT](https://twitter.com/CPD_RCOT).

**Post-event activity**

As soon as possible after the course, complete the facilitation reflection on the next page. File these pages in your CPD portfolio.

**Facilitation reflection**

2023 RCOT Casson Memorial Lecture

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|  |  |
| --- | --- |
| Your name | Click or tap here to enter text. |
| Date of event | Click or tap here to enter text. |

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| --- |
| 1. Did you have concerns about facilitating the event before you started? How realistic were these in retrospect? |
| Click or tap here to enter text. |
| 1. Consider what went well. What were the elements that made these aspects work? If you were to facilitate again, how would you make sure you include these elements? |
| Click or tap here to enter text. |
| 1. Review what you would do differently next time. What do you want to change and why? If you were to facilitate again, what would you put in place to make this happen? |
| Click or tap here to enter text. |
| 1. Do you have any unanswered questions about facilitating the learning of others? Who could you discuss these questions with? |
| Click or tap here to enter text. |
| 1. Record your reflective learning points on facilitating the learning of others. If you have more than three, add them on the back of the page. |
| Click or tap here to enter text. |