

4 CORE DOMAINS:

1. Facilitation
2. Workshop Content & Development
3. Coaching
4. Personal Awareness

FACILITATION	
For facilitation at ENRICH, external courses or at home institution	
EPAs	Microskills
<p>EPA 1: Demonstrate understanding of and ability to lead the fundamental aspects of learner-centered, small group learning</p>	<ul style="list-style-type: none"> ● Explain and teach the benefits of small group learning ● Facilitate group member participation toward learning goals ● Understand how different group members' goals may be linked ● Explain and teach the phases of group function ● Recognize the group's progression through phases of group function ● Facilitate exercises to stabilize transitions through the phases of group function ● Use a range of facilitation tools encompassing different interaction styles and modalities (e.g., Rogerian, Matrix, diversity) ● Co-lead a learner-centered small group at ENRICH
<p>EPA 2: Identify, modify, teach, and lead structural components of small group learning</p>	<ul style="list-style-type: none"> ● Create an environment of safety that is conducive to optimal learning ● Demonstrate a variety of skills such as openings, closings, check-ins, and group exercises ● Recognize where the group is in the progression through phases of group function
<p>EPA 3: Facilitate personal awareness in participants within the structure of and alongside communication skills practice</p>	<ul style="list-style-type: none"> ● Be able to facilitate transitions back and forth between skills and Personal Awareness ● Explain the impact of one's own actions and teach how those actions affect the behavior/participation of participants ● Check routinely for bias from self ● Assist others to identify their emotional connections to the topic ● Help others to clarify their motivation for behavior ● Demonstrate and express empathy for all involved
<p>EPA 4:</p>	<ul style="list-style-type: none"> ● Run a debrief after small group learning that includes: <ul style="list-style-type: none"> ○ Establishment of mutual agenda and agreement on

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<p>Demonstrate ability as a co-facilitator to plan, co-lead, reflect and debrief the co-facilitation process associated with small group learning</p>	<p>process</p> <ul style="list-style-type: none"> o Description of impact of session on self o Discussion of impact of session on learners o Discussion of impact of individual elements of a session on the session and course/workshop <ul style="list-style-type: none"> ● Identify challenging participation by individuals and/or participant subgroups or derailment in group and at least two ways to address it ● Identify next steps based on interpretation of perceived impact ● Describe how past experiences or identities of facilitators and participants may have an impact on current behaviors ● Describe the impact of their own actions and how those actions affected the behavior of participants ● Incorporate feedback into small group and debrief processes ● Co-lead both an integrated group and at least one other format (Narrative, Family of Origin, Leadership)
<p>EPA 5: Recognize and engage with diversity within the group setting to enhance relationships and effectiveness of the group</p>	<ul style="list-style-type: none"> ● Appreciate diversity and recognize and acknowledge what it contributes ● Intentionally execute group activities that encourage recognition of diversity among the group members ● Accurately describe during the debrief process the impact or potential impact of diversity on the function of the group ● Gain understanding of common triggers of conflict around diversity
<p>EPA 6: Incorporate elements of effective teamwork into the facilitation team or small group</p>	<ul style="list-style-type: none"> ● Seek clarity of roles within the team or group ● Identify unclarified roles within the team or group ● Engage in activities that enhance the relationship of the members of the group such as team huddles, building the ground of health, use of appreciative inquiry, and effective, structured feedback ● Model the elements of effective teamwork while co-facilitating ● Engage in conflict utilizing basic skills in conflict engagement such as separating needs from position, clarifying assumptions, seeking perspective of others, relating the impact of behavior, and being non-judgmental

WORKSHOP CONTENT AND DEVELOPMENT Skills to design, lead and present a workshop	
EPA	Microskills
Demonstrate competence in design of one session of a workshop	<ul style="list-style-type: none"> ● Incorporate new or creative content ● Demonstrate a firm grasp of content through knowledge of published literature ● Name the steps required to design a successful workshop ● Understand the function of, and successfully implement, workshop elements in a timely way (didactic, practice time, exercises, transition, demonstrations, debrief) ● Develop a plan to solicit and implement feedback about workshop session ● Apply relevant aspects of small group facilitation to workshop development ● Demonstrate reflection on the group creative process incorporating appreciative inquiry, conflict and diversity.

PERSONAL AWARENESS Cultivate and use self-awareness in group and teaching situations	
EPAs	Microskills
EPA 1: Cultivate awareness of one's own emotions and biases; model and articulate the importance of PA in relationship centered communication	<ul style="list-style-type: none"> ● Explain the impact of one's own actions and how those actions affect the behavior of others ● Check routinely for bias from self ● Express accurately the level of emotional connection between self and the topic at hand ● Display congruence between behaviors and verbal message ● Describe the impact of past experiences or identities on current behaviors ● Describe and demonstrate actions based on low-inference data rather than high-inference assumptions
EPA 2: Facilitate and teach facilitation of personal awareness in others to their benefit and attend to safety.	<ul style="list-style-type: none"> ● Demonstrate and express empathy and unconditional positive regard ● Take intentional steps to establish a relationship with others prior to engaging in facilitation of personal awareness ● Explain the meaning and importance of safety in a group and how that relates to trust ● Allow for enough time to gently engage in personal awareness facilitation

	<ul style="list-style-type: none"> ● Explore assumptions affecting behavior and interactions ● Check with others to understand willingness to participate and impact of participation ● Demonstrate and express empathy for all involved ● Demonstrate unconditional positive regard
<p>EPA 3: Handle with challenging situations</p>	<ul style="list-style-type: none"> ● Demonstrate and explain the contribution of emotion to challenging situations ● Possess willingness to engage in conflict when in service to the needs of the group or relationship ● Be able to identify your own triggers, seek to understand where they come from ● Demonstrate use of skills to defuse conflict such as deep listening, ARTS, intent versus impact, PEARLS ● Welcome and explore diversity

COACHING	
Encompass feedback, teaching/educator roles, mentoring, remediation	
EPAs	Microskills
<p>EPA 1: Demonstrate, model, and teach skills associated with establishing and maintaining an effective coaching relationship</p>	<ul style="list-style-type: none"> ● Build trust, rapport, and knowledge of each other ● Establish mutual agenda and agree on process ● Intentionally and mutually create a relationship built on trust and knowledge of each other ● Demonstrate unconditional positive regard ● Demonstrate judicious and sufficient self-disclosure for the purposes of the coaching relationship
<p>EPA 2: Demonstrate, model and, teach skills associated with setting goals for coaching</p>	<ul style="list-style-type: none"> ● Introduce or use appreciative inquiry to discover known and unknown strengths of learner ● Facilitate awareness of the impact of past experiences or identities on current behaviors ● Establish, clarify, and update goals and objectives ● Discover strengths and obstacles, including issues that involve diversity ● Use opportunities around conflict engagement to practice relationship-centered skills ● Help learner clarify their motivation for behavior
<p>EPA 3: Demonstrate, model, and teach skills associated with developing an action plan</p>	<ul style="list-style-type: none"> ● Design an appropriate strategy to use strengths to reach goals and overcome obstacles ● Develop and implement the strategy

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with a learner or protégé	
<p>EPA 4:</p> <p>Demonstrate, model and teach skills associated with establishing accountability and assessing progress with learner or protégé</p>	<ul style="list-style-type: none"> ● Maintain accountability of both parties in a relationship-centered way ● Engage in learner-centered feedback
<p>EPA 5:</p> <p>Structure feedback to enhance the ability of the learner (other) to process and apply it</p>	<ul style="list-style-type: none"> ● Employ a systematic approach to the structure of feedback ● Allow for enough time to engage in structured feedback prior to starting the session ● Emphasize reinforcing feedback focusing on the strengths of the other ● Check for impact of feedback on self and the other ● Assist the other person to develop “take aways” from the learning and feedback session
<p>EPA 6:</p> <p>Demonstrate skill in teaching key elements of effective feedback to learners</p>	<ul style="list-style-type: none"> ● Understand and explain the rationale behind the use of dialogic relationship-centered and structured feedback ● Be explicit and specific with regard to feedback and its importance to the process of learning and relationship development