

# Returning Instructor Facilitated Session

## Brief Presentation Assessment – Marking Guide

This brief assessment task is for instructors returning to facilitation after a period of inactivity/limited activity. This task is not intended for instructors to demonstrate knowledge outside of MHFA courses; rather they need to demonstrate they can adhere to the course content and MHFA resources.

The purpose of these short presentations is to:

- permit instructors to demonstrate their facilitation skills and time management by using the listed questions as a brief snapshot of the topic
- enable instructors to demonstrate their knowledge about course content, purpose and development by preparing for the presentation topics
- allow instructors to observe their peers, all topics will be covered by the end of the session
- allow specialists to observe instructors demonstrating competence and confidence in delivery

Task description:

- Prepare and deliver the ice breaker activity, as well as 1-2 other topics detailed in the rubric below.
- Cover the essence of the key content as required by MHFAI and in accordance with the Instructor Licence Agreement, manual and teaching notes.
- Intended audience for presentations are course participants and no visual aids are required.
- Time limit is **3 minutes** (maximum) per topic for content, plus up to an additional 1 minute to incorporate audience engagement.
- Following the presentation, there will be brief 1-minute feedback from the specialists and other Instructors. Chat posts may be shared after the session.

Assessors will be considering:

1. Is it evident that the instructor has prepared in advance?
2. Did they deliver in required time frame?
  - Up to 3 minutes content with up to an additional 1 minute for audience engagement
  - Eg. asking questions, requesting action, show of hands, seeking verbal agreement, encouraging reflection
3. Did they cover key content (3 key points as per questions given ~ 1 point per minute) and not add additional content?
4. Did they demonstrate good to excellent facilitation skills?
5. Have they also completed the prework required?

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Name	Topic
Opening course	<p>Acknowledgement of country and lived experience – demonstrate at the beginning of the session and explain why it is important to include in every MHFA course.</p> <ul style="list-style-type: none"> <li>• Demonstrate how to deliver an acknowledgement of country and lived experience</li> <li>• Explain what elements should be included in each and why</li> <li>• Explain the difference between an Acknowledgement of Country and a Welcome to Country, and how to choose which is appropriate.</li> </ul>
Icebreaker	<p>“3 sentence lived experience share” - finding the balance between enhancing the course content and oversharing</p> <ul style="list-style-type: none"> <li>• Brief context for your lived experience</li> <li>• 3 sentences that you share</li> <li>• How does this “value add” for your participants</li> </ul>
Safe learning environment	<p>Making a safe learning environment – what do you do and how do you do it?</p> <ul style="list-style-type: none"> <li>• How do you initially set up a safe environment? Specify tools and strategies you use.</li> <li>• What do you ask/require of your participants?</li> <li>• What do you need to consider, to keep the environment safe as it progresses</li> </ul>
Sensitive topic preparation	<p>How to prepare a group for a sensitive topic and how do we manage the whole cohort, while providing support for a distressed individual?</p> <ul style="list-style-type: none"> <li>• What strategies do you use to prepare a group that a coming topic may be distressing or triggering?</li> <li>• What options do you provide to individuals who know they may be triggered, or if the group as a whole is concerned?</li> <li>• What do you do to manage the distressed participant while at the same time managing the rest of the group (assume you are the sole instructor and that you are delivering face to face)?</li> </ul>
Debriefing distress	<p>How do you debrief distressed course participants after sensitive content – individually and as a whole cohort?</p> <ul style="list-style-type: none"> <li>• What signs are you looking for regarding individual and group distress?</li> <li>• How do you address the group as a whole when you notice distress?</li> <li>• How do you determine if any individuals need one on one support?</li> </ul>

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Managing participant lived experience	<p>Managing lived experience when it's raised in your course by participant</p> <ul style="list-style-type: none"> <li>• How can a participant sharing lived experience be useful in a course?</li> <li>• When does this sharing move from helpful to unhelpful?</li> <li>• What can you as the instructor do to curtail the participant without making them feel dismissed or disenfranchised?</li> </ul>
Language when discussing suicide	<p>Why is language use important when discussing suicide and what do instructors need to know/do for respectful and empathic facilitation (<a href="#">Life in Mind</a>, <a href="#">Mindframe</a>, and <a href="#">Instructor License Agreement</a> for reference)</p> <ul style="list-style-type: none"> <li>• Explain what correct language usage when discussing suicide aims to do</li> <li>• Discuss how inaccurate language can <ul style="list-style-type: none"> <li>◦ cause alienation</li> <li>◦ glamourise suicide</li> </ul> </li> <li>• Explain what the ILA says about Instructor commitment to the National Communications Charter on Mental Ill-Health and Suicide</li> </ul>
Talking about statistics	<p>How to talk about prevalence (<a href="#">stats.mhfa.com.au</a>), focus on what's important for MHFAiders and stay on track) ie How to address curly stats questions?</p> <ul style="list-style-type: none"> <li>• What are the take away points that participants need to know from a statistics discussion</li> <li>• How do you address the question without the statistics becoming the focus to an unhelpful point?</li> <li>• Discuss where participants can find statistics and information relevant to different demographics</li> </ul>
Evidence base	<p>What does it mean that MHFA courses are evidence based and why is this important to you as an instructor and why is it important to your course participants?</p> <ul style="list-style-type: none"> <li>• Define the term evidence-based and why it's important for courses to be evidence based</li> <li>• Explain the methods MHFA uses to gather the information for our courses and the data they are based on.</li> <li>• Discuss how the evidence base supports you as an instructor with your delivery, and how it supports safe practice for course participants.</li> </ul>

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Delphi Method	<p>What is the <a href="#">Delphi consensus method</a> and how/why is it used in MHFA research?</p> <ul style="list-style-type: none"><li>• What is the Delphi consensus method?</li><li>• When is the Delphi Consensus method used, rather than other forms of data collection?</li><li>• Who provides the information that is used in a Delphi study</li></ul>
Closing a Course	<p>Closing out a course – what do you as an instructor need to include and why?</p> <ul style="list-style-type: none"><li>• What emails to expect from MHFA and what to do for problems?</li><li>• Assessment, Accreditation and Certificates</li><li>• Refreshers and self-care.</li></ul>