

# A risk worth taking

## Facilitator guide

We want you to use this resource in whichever way makes most sense to you and your own working environment. We want to stimulate discussion and thinking. We want you to be able to ask yourself some honest questions about your own attitude and tolerances to risk, where these attitudes come from and the impact they have on how you work with others. You should ask your colleagues the same questions in a supportive and empowering way, but always with an eye to the best outcomes for the people you support.

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### Intended audience

This resource can be used for individual reflection and learning or group discussion. It can be used with health care practitioners at any level, in the context of an ethics committee discussion, staff meeting activity, or self-study. It is recommended that participants work through the scenarios together, as much richer discussion and learning will result.

### Time requirements

Allow at least five and a half hours for learners to complete the resource and activities.

Self assessment	Scenario one	Scenario two	Scenario three	'Insider' perspective	Resources
30 minutes	60 minutes	60 minutes	60 minutes	30 minutes	90 minutes

This can be completed in a single session but we recommend splitting the scenarios up over several days to allow people time for thought, discussion and reflection. For example, you may choose to do scenario one at a team meeting and scenario two the following week etc.

### Materials

Question sheets for the self evaluation and each of the scenarios are available to download in Microsoft Word and Open Office Document formats. Use these to help learners keep a record of their responses to the questions.

Download the [facilitation pack](#) (.ZIP compressed folder) to obtain the question sheets.



## Equipment requirements

A computer with internet access is required to work through the learning resource and speakers or headphones to listen to the videos. Learners will need either a notebook and pen or access to a wordprocessor like Microsoft Word or Open Office Writer to record their answers to the questions. If presenting the resource as part of a group session, you may require a projector, flipchart paper and pens.

## Goals

We designed the resource to challenge the learners' concepts of ethics and values in terms of risk and risk enablement.

The scenarios, discussions and activities should help learners to:

- get an insight into the complexities of public protection issues and see multi-faceted issues rather than stand-alone problems
- develop their observation, questioning, collaboration and information sharing skills
- understand legislation and its application in the context of risk enablement
- understand the barriers to and benefits of sharing information
- understand their responsibilities to intervene within professional codes of ethics and legislative requirements
- consider how organisations, carers and the individual at risk can work in partnership to improve outcomes.

Learners will need enough time to discuss the questions raised by each scenario with their colleagues to achieve these goals.

## Suggested activities

- **Self assessment** – Ask learners to work through the self-assessment questions on their own and keep a record of their responses. You can do this prior to any group sessions. As they progress through the scenarios, you should ask them if their responses to any of the self-assessment questions might now change.
- **Scenarios one, two and three** – Allow learners to watch the videos either individually or as part of a group. After the introduction to the scenario they will be asked questions, these should be discussed as part of a group. Once this is done, move on to the videos of the professionals who talk about their own perspective on the scenario and get learners to record their responses to the reflection questions at the end of each scenario.



- **'Insider' perspective** – Allow learners time to watch the video and discuss their thoughts with each other. There are no set questions for this activity beyond what Anne-Marie says, but you may choose to direct the discussion towards how the learners would feel if they were in the position of the people who use their service.
- **Resources** – Ask learners to explore the different resources available and choose at least two which they feel will be useful to them in their job. Give learners time to explore these in more detail and take notes about what they have learned from them. Bring everyone back together as a group to share their findings with each other. This works better when learners each choose a different resource.

## Recognition

Open Badges are available to people who work through the resource and take part in discussions with colleagues about the questions raised. Learners can apply for up to five badges, providing they prove through a reflective account that they meet the criteria for the badge:

- [A Risk Worth Taking: Scenario one](#)
- [A Risk Worth Taking: Scenario two](#)
- [A Risk Worth Taking: Scenario three](#)
- [A Risk Worth Taking: Reflection](#)
- [A Risk Worth Taking: Facilitator](#)

You can find out more about Open Badges at [badges.sssc.uk.com](http://badges.sssc.uk.com)



You can find A Risk Worth Taking on the  
SSSC Learning Zone at  
<http://learn.sssc.uk.com/risk>