

# CPD@RCOT Short Course

## Group Session – Facilitator’s Guide

### An introduction to managing sleep for people with neurological conditions



Name of Facilitator: \_\_\_\_\_

This guide is designed to help you, as the facilitator, to support participants with their learning during the group session of the CPD@RCOT Short Course.

# Facilitator guide introduction

Thank you for being the group session facilitator for the CPD@RCOT Short Course 'An introduction to managing sleep for people with neurological conditions'.

This guide will help you to understand the role of a facilitator. It gives you some suggestions on how to support participants, and to help them make the most of the discussions. It is intended for professionals at Career Levels 3 to 5 of the Facilitation of Learning Pillar of Practice ([RCOT Career Development Framework](#)). If you are at a higher Facilitation of Learning Career Level, the guide should also support you if you wish to refresh your knowledge of the subject matter.

According to the Cambridge dictionary, a facilitator is “someone who helps a person or organisation do something more easily or find the answer to a problem, by discussing things and suggesting ways of doing things” (Cambridge University Press, 2019).

This is exactly what you will be doing in the group session: your role will be to enable the discussions and encourage participants to think critically to enrich the debate. You do not need special skills or previous knowledge of the topic. You can participate in all the group activities. You just need to bring your interest and enthusiasm to the room!

CPD@RCOT Short Courses can be delivered to a group or can be taken on your own. If you are on your own, you are your own course facilitator and this guide will be particularly relevant to you.

## Preparing for the group session

### **Familiarise yourself with the course**

Before the group session takes place, review the pre-work reading and activities. Compare the group session activities to the PowerPoint presentation. While doing so, study the activity notes in this guide.

Review in your mind what you want to say at each stage of the group session. Write down any questions, examples or scenarios from your own practice that are relevant to the activities. You can use these as a starting point for discussions if the group needs encouragement to engage.

## **Planning according to group size**

It is best to work through the material in small groups so that all learners have a chance to participate and contribute. If the group is five people or less, everyone can work together. If the group is six or more, divide people up into groups of 3-5 for the session activities. The groups can stay the same throughout the session, or, if the dynamics are not working well, the groups can be mixed after each activity.

A simple way to divide people randomly into groups is to count off individuals according to the number of groups. For example, if the number of participants is best divided into three groups, sequentially assign each person a number 1, 2, 3, 1, 2, 3 and so on.

Ask each group to appoint a recorder, who notes down a summary of the key discussion ideas with the agreement of the group.

## **Planning according to group needs**

Before the group session takes place, check if any of the participants has special needs or requires specific assistance to access the course. Some suggestions to support assistance are given in this section.

Disability Rights UK has developed a [Factsheet for Adjustments](#) for a considerable number of special needs. The document offers a list of adjustments and approaches to improve communication.

Other charities have more information on specific needs. For example the following guidance is available:

- Action on Hearing Loss: [Communication tips for the general public](#)
- Hearing Link: [How to communicate with a hearing impaired person](#)
- Royal National Institute of Blind People: [Guide on how to meet, greet and guide a blind or partially sighted person](#)
- British Dyslexia Association Advice for Educators: [What do I need to know as a teacher?](#)
- National Autistic Society [Communication tips, so you can communicate more effectively](#) They also provide [Communication tools](#) to improve understanding.

## **Appoint a timekeeper**

Each section of the group session is timed so that the whole session does not over-run. As facilitator and participant, it is difficult to keep track of the time for each section as well. Appoint a timekeeper before the course starts, or at the beginning of the group session. For the longer activities, it is helpful for the timekeeper to give a two-minute warning before the end of the section (and see notes below).

## **Resources you will need for the session**

Make sure you find out the details of the housekeeping points described in the welcome section on page 5, if you do not know them already.

Have paper and pens available for each group. Prepare a piece of paper to circulate at the beginning, so that participants can record their contact details, if you do not have them already. If there are late-comers, ensure they record their details.

Prepare a way of recording and if possible, displaying, the learning points generated by the whole group. This can be on a flipchart, post it notes, or you can write notes on paper or type them on a laptop or tablet.

If you are recording on paper, take photographs of the points that have been generated. After the course, send these out to the group members using the details participants provided at the beginning.

In the following section “Facilitating the group session”, actions to be taken by you are indicated by double asterisks (\*\*).

For guidance on running a remote group session, contact [RCOTApprovedLearning@rcot.co.uk](mailto:RCOTApprovedLearning@rcot.co.uk)

## **Guidance for sole learners**

CPD@RCOT Short Courses can be taken individually. In this case, you are the course facilitator and timekeeper. Use the Power Point presentation whilst completing the course and follow the “Facilitating the group session” instructions.

Take notes and ask yourself questions at any point of the Short Course. Record what you are learning and pay attention to how much time you expend on each activity.

Consider sharing your thoughts and discussing any possible questions with your supervisor, and debate what you have learned with work colleagues / fellow occupational therapists.

## **Complaints**

If a participant feels uncomfortable with any of the activities, or has a general complaint about the course, advise them to send an email to [RCOTApprovedLearning@rcot.co.uk](mailto:RCOTApprovedLearning@rcot.co.uk). We are happy to listen to concerns and to make changes where appropriate.

# Facilitating the group session

## ► **Welcome** (Slide 1: 5 minutes)

Welcome the group to the session:

- Introduce yourself if you are not known already to all attendees by giving your name, your job title, your organisation and, in one brief sentence, your interest in the course.
- If you do not already have everyone's details, circulate a paper for people to write their names and email addresses. Explain that this is to circulate the shared learning points that are generated from the session.  
*\*\*Make sure you securely destroy this paper when you have used it to circulate shared learning points.\*\**
- If the course is being held outside the normal premises of work for any of the participants, go through housekeeping:
  1. location of toilets;
  2. whether there is a planned fire alarm;
  3. fire exits;
  4. where to congregate if fire alarm activates.
- Nominate a timekeeper if this has not been decided before the session starts.
- If any participants are not known to the others before the start of the session, ask everyone present to briefly introduce themselves by name, job title and organisation.
- Encourage participants to bring their practice experience to the discussions.
- Remind participants of the following:
  1. They need only to share information that they are comfortable with;
  2. They must act within their professional codes of conduct.
  3. Whatever is discussed in the group session must be considered confidential.
  4. If they have any concerns about their own sleep, the workbook provides guidance on what to do.

## ► **Learning Outcomes** (Slides 2-4: 5 minutes)

- Briefly review what learners will be able to do as a result of taking this course.
- If time allows and the group is not too large, ask each person to state in one sentence what they hope to gain from taking the course.

*\*\*Now divide the participants into small groups if appropriate\*\**

► **Activity 1 - The importance of the range of normal sleep** (Slide 5: 10 minutes)

“Share your key learning points about the importance of ‘normal’ sleep”

Referring to Activities 1 and 2 from the pre-group session (pages 3 and 4 of the workbook), ask participants to discuss and compare:

- what they have learned about the importance of sleep;
- the good and poor sleep hygiene habits they identified from their own sleep diary (as far as they are comfortable in doing so);
- the benefits and challenges they have encountered themselves in applying sleep hygiene principles;
- the impact of poor sleep on mental health;
- socio-cultural differences in what is considered normal sleep, for example, siestas, co-sleeping with children, variation across the lifespan. Information on sleep and general aging can be found on the sleep foundation website: <https://www.sleepfoundation.org/articles/aging-and-sleep>

Make sure the participants understand that although normal sleep lasts around 8 hours a night, this varies from person to person. The key is feeling rested on waking and understanding what good sleep means for each individual.

► **Activity 2 – Common sleep problems for people with neurological conditions** (Slide 6: 10 minutes – 8 minutes for discussion, 2 minutes to summarise)

\*\*Ask the timekeeper to warn the group when 4 minutes (halfway), and 7 minutes (1 minute left) have passed so groups can pace their discussions.\*\*

1. Referring to Activity 1 (questions 3 and 4 – page 3 of the workbook) and Activity 3 (page 5 of the workbook) from the pre-group session, ask participants to review:
  - common sleep problems for people with neurological conditions, as described by the MS Trust and Parkinson’s UK web pages.
  - the likely impact of physical, psychological and environmental factors on sleep across a range of other neurological conditions.
  - be mindful that medications prescribed to manage common neurological symptoms e.g. neuropathic pain or spasticity may cause drowsiness and aid sleep.
2. Discuss the impact of poor sleep on engagement in occupations and daily routine for people with neurological conditions.
3. Choose an occupational therapy model of practice such as the Canadian Model of Occupational Practice and Engagement, or the Model of Human Occupation. Ask participants to map the impact of factors onto this model.

4. Bring the whole group together if participants have been split into small groups. Share the mapping the groups have generated.

**\*\*Keep the maps to record and circulate later.\*\***

### **Activity 3 – Occupational therapy approaches to optimising sleep for people with neurological conditions**

(Slide 7: 20 minutes total - 15 minutes for discussion, 5 minutes to summarise)

**\*\*Ask the timekeeper to warn the group when 10 minutes (halfway), 15 minutes (5 minutes left) and 18 minutes (2 minutes left) have passed so groups can pace their discussions.\*\***

“As occupational therapists, what can we do to help people with neurological conditions optimise their sleep?”

#### **DISCUSSION**

1. Refer participants to the section covering the three key processes on page 385 of the article ‘Time to wake up’ (Fung et al. 2017).
2. Encourage participants to think about the sleep assessments described by Fung et al. (2017, p385) in relation to their own setting and others from their experience. Participants should discuss the use of sleep diaries and ask clients to discuss their 24-hour routine. Would these approaches be useful additions to their practice?
3. The following assessments, interventions, outcome measures and resources (including apps) may be helpful:
  - Sleep diary <https://sleepcouncil.org.uk/sleep-diary/>
  - Epworth Sleepiness Scale <https://epworthsleepinessscale.com/about-the-ess/>
  - Advice on sleep hygiene principles <https://sleepcouncil.org.uk/sleep-hygiene/>
  - CBT based online sleep support <https://sleepcouncil.org.uk/nodcasts/> and <https://www.sleepio.com>
  - Condition specific advice – in references of workbook
  - Occupational Therapy for people with Parkinson’s 2<sup>nd</sup> Edition – available via RCOT website <https://www.rcot.co.uk/node/1486>
  - Emphasise the importance of education and self-management.
4. Examples of professionals and services that can accept referrals are:
  - Physiotherapy for advice re pain management and exercises/stretchers to help optimise sleep
  - CBT for insomnia – available via IAPT
  - Neuro-urology services to optimise bladder problems

- Specialist sleep clinics e.g. <https://www.uclh.nhs.uk/OurServices/ServiceA-Z/INTMED/IMINS/Pages/Home.aspx> (Consultant and CBT led insomnia service)
5. As a guide, occupational therapists could consider suggesting onward referral when sleep problems are chronic and are not improving with general sleep hygiene advice.
  6. Occupational therapists might consider suggesting people with sleep problems consult their GP for pharmacological interventions when sleep problems are chronic and are not improving with general sleep hygiene advice and/or if sleep problems are likely being caused by pain/bladder problems/low mood/anxiety which requires medical management.

## SUMMARY

Bring the whole group together if participants have been split into small groups. Ask each group recorder to share with the whole group the key points that arose in each small group. You may want to review occupational therapy interventions and referrals separately.

If all participants have been working in one group, review all the key points and encourage general discussion about the topic and what people have learned, and what they will now apply in their practice.

In either case, record the learning points that are shared.

### ► **Conclusion** (Slide 8: 10 minutes)

1. Concluding points to offer:
  - Sleep underpins our ability to engage in activity.
  - In neurological conditions, sleep can be disrupted for many and often complex reasons, for example pain, low mood, poor sleep hygiene patterns.
  - As we learned in Activity 3, occupational therapists can play an important role helping people with their sleep. We can provide advice on optimising this according to the conditions and individual needs of people who access services.
  - Occupational therapists can advise on obtaining referrals to other professionals, such as physiotherapy, cognitive behavioural therapy, GP for further specialist support
2. Remind participants there are further resources on sleep and neurological conditions provided on pages 8-10 of the course workbook.
3. Remind participants to complete their certificate at the back of the workbook.
4. Allow 5 minutes for participants to record immediate reflections and plans of action on page 7 of the workbook. Encourage them to return to page 7 in the next



few days, and not longer than a week, to review their learning points and add further thoughts and ideas.

5. Thank participants for their participation and engagement.

## Post-course follow up

1. Distribute the discussion points to all participants, using the contact details you gathered at the beginning of the course.
2. To comply with GDPR, securely destroy the contacts paper when you have circulated shared learning points.
3. As possible after the course, complete the Facilitation reflection on the next page. Then complete your course facilitator certificate on the following page. File these pages in your CPD portfolio.
4. Send feedback to RCOT on the course using the [feedback form](#) or send suggestions to [Prof.Dev@rcot.co.uk](mailto:Prof.Dev@rcot.co.uk).

# Facilitation reflection

## An introduction to sleep for people with neurological conditions

Date of course	
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Did you have concerns about facilitating the course before you started? How realistic were these in retrospect?

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?

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?

Do you have any unanswered questions about facilitating the learning of others? Who could you discuss these questions with?

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.

### **My reflective learning points on facilitating the CPD@RCOT Short Course 'An introduction to sleep for people with neurological conditions'**

1.

2.

3.

RCOT would appreciate your feedback so that we can make improvements for future participants. Please fill our [feedback form](#) or send suggestions to [Prof.Dev@rcot.co.uk](mailto:Prof.Dev@rcot.co.uk). If you have any complaints, send an email to [RCOTApprovedLearning@rcot.co.uk](mailto:RCOTApprovedLearning@rcot.co.uk).

# CPD@RCOT

## Certificate of Facilitation of Learning

This is to certify that:

\_\_\_\_\_

facilitated the CPD@RCOT Short Course

for \_\_\_\_ people on \_\_\_\_\_

### An introduction to managing sleep for people with neurological conditions

#### The learning outcomes for this course are:

1. Understand the range of normal sleep and the impact of poor sleep, analysing your own sleep pattern as a case study.
2. Use your understanding of the impact of sleep problems on occupational performance for people with neurological conditions in order to identify assessment and intervention methods that will help improve healthy sleep.
3. Evaluate your current and future practice in relation to managing sleep for people with neurological conditions, to improve the quality of your practice and service delivery.