## 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

<table>
<thead>
<tr>
<th>EPAs</th>
<th>Microskills</th>
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| EPA 1: Demonstrate understanding of and ability to lead the fundamental aspects of learner-centered, small group learning | ● 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 |
| EPA 2: Identify, modify, teach, and lead structural components of small group learning | ● 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 |
| EPA 3: Facilitate personal awareness in participants within the structure of and alongside communication skills practice | ● 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 |
| EPA 4: | ● Run a debrief after small group learning that includes:  
 o Establishment of mutual agenda and agreement on |
| Demonstrate ability as a co-facilitator to plan, co-lead, reflect and debrief the co-facilitation process associated with small group learning | process  
- Description of impact of session on self  
- Discussion of impact of session on learners  
- Discussion of impact of individual elements of a session on the session and course/workshop  
  - 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) |
|---|---|
| EPA 5: Recognize and engage with diversity within the group setting to enhance relationships and effectiveness of the group | • 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 |
| EPA 6: Incorporate elements of effective teamwork into the facilitation team or small group | • 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

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<tr>
<th>EPA</th>
<th>Microskills</th>
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| Demonstrate competence in design of one session of a workshop |  ● 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

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| **EPA 1:** Cultivate awareness of one’s own emotions and biases; model and articulate the importance of PA in relationship centered communication |  ● 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. |  ● 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 |
| EPA 3: Handle with challenging situations | • 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 |
| EPA 1: Demonstrate, model, and teach skills associated with establishing and maintaining an effective coaching relationship | • 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 |
| EPA 2: Demonstrate, model and, teach skills associated with setting goals for coaching | • 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 |
| EPA 3: Demonstrate, model, and teach skills associated with developing an action plan | • Design an appropriate strategy to use strengths to reach goals and overcome obstacles  
  • Develop and implement the strategy |
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<tr>
<th>with a learner or protégé</th>
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<tbody>
<tr>
<td><strong>EPA 4:</strong></td>
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<tr>
<td>Demonstrate, model and</td>
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<tr>
<td>teach skills associated</td>
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<td>with establishing</td>
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<td>accountability and</td>
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<td>assessing progress with</td>
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<tr>
<td>learner or protégé</td>
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<tr>
<td>● Maintain accountability of both parties in a relationship-centered way</td>
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<td>● Engage in learner-centered feedback</td>
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<td><strong>EPA 5:</strong></td>
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<tr>
<td>Structure feedback to</td>
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<tr>
<td>enhance the ability of</td>
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<tr>
<td>the learner (other) to</td>
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<tr>
<td>process and apply it</td>
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<td>● Employ a systematic approach to the structure of feedback</td>
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<td>● Allow for enough time to engage in structured feedback prior to starting the session</td>
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<td>● Emphasize reinforcing feedback focusing on the strengths of the other</td>
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<td>● Check for impact of feedback on self and the other</td>
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<td>● Assist the other person to develop “take aways” from the learning and feedback session</td>
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<td><strong>EPA 6:</strong></td>
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<td>Demonstrate skill in teaching key elements of effective feedback to learners</td>
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<td>● Understand and explain the rationale behind the use of dialogic relationship-centered and structured feedback</td>
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<td>● Be explicit and specific with regard to feedback and its importance to the process of learning and relationship development</td>
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