**Facilitators Guide:**

**Part 1: Fostering a safe Space:**

This is a video created for the facilitators of a course given to future health care professionals, however, the concepts can be applied to fostering a safe space for any course.

<https://mediasite.video.ufl.edu/Mediasite/Play/d21893c0c001484fb85aa30abcc52eba1d>

**Part 2: Establishing Ground Rules for Discussion**

**Method: Co-created rules**

* Divide the students into groups of 5-7 individuals
* Ask each group to create a list of desirable and undesirable classroom behaviors (shoulds and should nots)
* Bring everyone together to share lists. Combine similar items to create a list the class can agree on.
	+ A web-based platform such as Idea Boardz can be used to create the list- each group writes a few rules, all students in the class vote on the rules and the top 5 or 10 are taken as the ground rules.
* Determine Sanctions using a similar process, have the class develop sanctions for violations of the rules. Be prepared to negotiate on this; they may recommend harsher penalties than you want to enforce!

Example from: Landis, Kay, Ed. Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education. Anchorage: University of Alaska Anchorage and Alaska Pacific University, 2008. Available on line at uaa.alaska.edu.

“I ask my students to work first in dyads (groups of two) to create a short list of no more than five of what they feel are key standards of behavior during dialogue. Then, in a whole group session, everyone contributes to establish this class’s unique set of guidelines.

My ethics class came up with these:

* We show respect.
* We maintain a sense of humor.
* We’re prepared. l We’re open to new ideas.
* We allow time to think — respecting the silence.

The class also felt the need to further define what they meant by respect:

* It’s a safe place intellectually.
* We listen to each other.
* We don’t interrupt or yell, and we apologize or explain ourselves if we are disrespectful.

Through the process of creating them, students became aware of the standards and began to internalize the expectations. The exercise was so effective we rarely had to refer to the guidelines again. A gentle reminder was all that was necessary when a discussion began to heat up.” (p. 15)

**A note on Silence:**

*A technique that encourages reflection and allows discussion participants to plan their responses.*

**Do**

* Allow silence to exist without filling it yourself or panicking.
* Introduce a minute of silence now and then during lectures or discussions to allow everyone— yourself included—to mull things over and plan their next response.

**Don’t**

* Answer your own questions too quickly.
* Mistake silence for “dead air” or disengagement. Discussions are not performances, and the most talkative are not the only ones with ideas.
* Assume that those who speak more are learning more.

*Adapted from Brookfield and Preskill, Discussion as a Way of Teaching*

**Part 3: Black Voices**

**Introduction:**

To more deeply understand the stories of Black professionals and to amplify their voices, in conjunction with community-based, Guts & Glory Creative Consulting and Heartwood Soundstage Production, the UF Clinical Translational Science Institute (CTSI) produces storytelling events that highlight the experiences of Black biomedical professionals at UF.

The series aims to raise awareness and provide education about Black professionals’ barriers but also their character strengths and resilience.

Past research clearly demonstrates that the way one tells their story can serve as a vehicle for critical conversations, self-reflection, and well-being. Although individuals can be aware of inequities and need for diversity and inclusion, their engagement with such issues are often passive or uninspired. This is in part because, historically, initiatives to promote principles of equity and inclusion involve unengaging or impersonal methods (e.g., email blasts, workshops). A platform for the sharing of intimate, lived experiences, struggles, and triumphs is a more effective catalyst for inspiring passion and activism towards combating social issues. This project draws upon the power of storytelling. Storytelling is considered an exemplary tool for promoting empathy, shared understanding, and engagement across disciplines. In both in-person and virtual (e.g., podcast) settings, storytelling allows both the storytellers and the audience to connect with each other through shared humanity.

This video is offered as a guide to engage the UF community in meaningful discussions around racial and social injustices in order to contribute to the cultivation of inclusive excellence.

**Key Points**: *In order to give students a chance to get their thoughts together and to offer an opportunity for self-reflection, we recommend asking your students to complete the Key Points worksheet as they watch the video, prior to the class discussion.* ***(see attached)***

**Questions for Discussion**

* *Focusing on the past*, think about and draw a timeline of key global events related to diversity and equity in research and a timeline of your own experiences. Individually, or in small groups, tell the stories about each timeline and the implications of these stories on the work you do. Every story has a timeline but if coming up with your own is hard, start with the timeline shared in the video. What were the main events? What were the implications of these events for the person telling the story?
* *Focusing on the present*, reflect and share what you (or your peer group) are proud of and sorry about in the way you are supporting diversity, inclusion, and equity in research.
* *Thinking about ideal future scenarios*, work with your peers, put ourselves into the future, and describe your visions--the preferred future--as if it has already been attained. What does it look like for you? What does it look like for your peers? How is diversity and inclusion experienced in this future state?
* *Finding common ground*, share themes and observations that you, your group, and other peer groups that you believe represent common ground for everyone. How diverse visions for the future that were elicited in the previous steps are integrated? Share what you will continue to do to support IDEA concepts and what have you realized you need to change in order to better support IDEA concepts.

**Helpful Tips**: (Taken from: Landis, Kay, Ed. Start Talking: A Handbook for Engaging Difficult Dialogues in Higher Education. Anchorage: University of Alaska Anchorage and Alaska Pacific University, 2008. Available on line at uaa.alaska.edu.)

* As the instructor, you get to, and sometimes must, interrupt. Always interrupt politely*: “This is a great discussion so far, and I am sorry to interrupt, but we need to switch gears slightly at this point so we can be sure that the other sides of the issue are covered.”*
* Be alert to differences in students’ communication styles, and offer direct and open opportunities for all to speak: *“This has been a great debate. Now I would like to close the floor to all who have already stated positions, and open the floor to those who have not yet given their thoughts.”*
* Skip to solutions. When “who-caused-the-problem” discussions begin to circle (students are taking turns repeating their opinions), switch the discussion to ways to solve it.
* Be overt in your general responses to challenge (when you feel challenged by a student). Another example of overt communication: *“I think I am feeling on the spot at this moment! Please give me a little time to think about this. I do want to respond in a way that will be best for the learning experience of the class. Hmmm.”*