

Supplementary file 5

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Assessor's name:					
Group/facilitator ID:					
Date:					
Week 1: Group session 1, Stroke Journey (2.5 hours, with breaks)					
Section A: Welcome/introduction					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If <i>partially done</i>, please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
<i>Content</i>					
A1) Welcome/introductions (including housekeeping details, course handbook, course background)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A2) Introduction to the guidelines for working together as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A3) Opportunity for participants to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4) Introduction to communication aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A5) Participants' important questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
A6) Flipchart – names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A7) Flipcharts – what would you like to get from the course?; what is your important question?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A8) Flipchart – working together as a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for welcome/introduction</i>					
A9) Uses and refers to participants' comments/quotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Section B: Stroke story					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
<i>Content</i>					
B1) Stroke story/introduction to narrative approach (including roadmap)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B2) Eliciting skills, strengths and strategies from participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
B3) Flipchart – skills and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for stroke story</i>					
B4) Uses resources and/or participant handbooks appropriately to engage participants and enhance their understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B5) Facilitates people to share their stories about attempts to manage their condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B6) Appropriately adapts communication/environment/session delivery to meet the needs of the stroke survivors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section C: What is stroke?					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
<i>Content</i>					
C1) What is stroke (including impacts of stroke on individual – physically, emotionally, psychologically and socially)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C2) Discussed neuroplasticity (the brain's ability to create new neural pathways and relearn skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
C3) Flipchart – body outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C4) Record of 'what is stroke?' (i.e. written on body outline/sticky notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C5) Record of 'effects of stroke on body/person' (i.e. written on body outline/sticky notes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for what is stroke</i>					
C6) Prompts participant to talk about their thoughts and explores misconceptions and gaps in knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C7) Uses resources and/or participant handbooks appropriately to engage participants and enhance their understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section D: Stroke passenger						
Facilitator(s):						
Start time:						
End time:						
	Tick as appropriate					
	Present	Absent	Partially done	If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments	
<i>Content</i>						
D1) Discussed 'Stroke passenger' analogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D2) Eliciting feelings and emotions about stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D3) Provided opportunity for separate carer/stroke survivor discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D4) Discussing skills and coping strategies for living with stroke passenger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<i>Materials</i>						
D5) Flipchart – how do you feel/think about sharing your life with stroke (carers)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D6) Flipchart – how do you feel/think about sharing your life with stroke (stroke survivors)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
<i>Key facilitator behaviours for stroke passenger</i>						
D7) Prompts participants to express and explore their feelings about the condition or behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D8) Facilitates people to share their stories about attempts to manage their condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D9) Appropriately adapts communication/environment/session delivery to meet the needs of the stroke survivors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
D10) Works as a team with co-facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			

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Section E: What will I do now?					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
<i>Content</i>					
E1) Session summary/recap of session key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E2) 'What will I do now?' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
E3) 'What will I do now?' worksheet in handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for what will I do now</i>					
E4) Uses resources and/or participant handbooks appropriately to engage participants and enhance their understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E5) Prompts group to summarise their key messages from the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E6) Prompts participants to talk about what they are going to do as a result of the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Overall facilitator behaviours					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
1. Uses non-judgmental statements in response to participants' verbal utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. The facilitator seeks clarification of participants contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Avoids giving their own opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Encourages the group to discuss/answer their own question	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Engages participants using rapport building skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Notices tone/dynamics within the group, acknowledges these and uses them to manage the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. The facilitator uses strategies to manage time within session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Uses active listening skills and open body language to facilitate group/participant talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Appropriately adapts delivery to meet the needs of the stroke survivors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Works as a team with co-facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Assessor comments/notes

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Assessor's name:					
Group/facilitator ID:					
Date:					
Week 2/3 (circle as appropriate): Managing health and wellbeing (2.5 hours, with breaks)					
Section A: Welcome back [20 mins]					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If partially done, please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
Content					
A1) Welcome (including housekeeping details, and ground rules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A2) Session outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A3) Introduction/recap of managing health and wellbeing handbook and roadmap <u>or</u> roadblocks handbook and roadmap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4) Previous week's worksheets; stories and reflections from past week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A5) Opportunity for participants to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Materials					
A6) Roadmap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A7) Previous week's (relevant) flipcharts on view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Key facilitator behaviours for welcome					
A8) Uses resources and participant handbooks appropriately to engage participants and enhance understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A9) Prompts the participants to reflect on last week's session and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Section B: Managing health and wellbeing [40 mins]					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
B1) Risk factors for stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B2) Ways to manage health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
B3) A6 headings: 'risks I can change' and 'risks I cannot change'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B4) A6 images: risk factors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B5) A4 headings: health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B6) A6 images: health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for managing health and wellbeing</i>					
B7) Facilitates people to share their stories about attempts to manage their condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B8) Uses resources and participant handbooks appropriately to engage participants and enhance understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B9) Prompts participant to talk about their thoughts and explores misconceptions and gaps in knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B10) Encourages the group to discuss/answer their own questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B11) Works as a team with co-facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section C: Making changes [15 mins]					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
C1) Elicits feelings and reactions to change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C2) Discussion of pros and cons of changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
C3) Flipchart – pros and cons grid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for making changes</i>					
C4) Prompts participants to discuss their thoughts about possible changes to self-management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C5) Prompts participants to review the impact of possible choices on their future health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C6) Prompts or allows participants to express and explore their feelings about the condition or behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section D: Making a plan [35 mins]					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
D1) Identifying challenges to planning, problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D2) Making a SMART plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
D3) A4 resource: 'My action plan'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D4) 'My action plan' in handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for making a plan</i>					
D5) Prompts participants to discuss their thoughts about possible changes to self-management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D6) Prompts the participants to reflect on their goals/plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D7) Prompts the individual or group to problem solve possible barriers to change (e.g. their desired changes or possible barriers to self-management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D8) Encourages the group to discuss/answer their own questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D9) Prompts group to summarise key messages from the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section E: What will I do now? [10 mins]					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
E1) Session summary provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E2) 'What will I do now?' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
E3) 'What will I do now?' worksheet in handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for what will I do now</i>					
E4) Uses resources and participant handbooks appropriately to engage participants and enhance understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E5) Prompts participants to talk about what they are going to do as a result of the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E6) Prompts group to summarise their key messages from the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Overall facilitator behaviours					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
1. Uses non-judgmental statements in response to participants' verbal utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. The facilitator seeks clarification of participants contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Avoids giving their own opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Encourages the group to discuss/answer their own questions and/or elicits suggestions from participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Engages participants using rapport building skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Notices tone/dynamics within the group, acknowledges these and uses them to manage the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. The facilitator uses strategies to manage time within session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Uses open questions, reflections, appropriate silences and open body language to facilitate group/participant talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Adapts communication/environment/ session delivery to meet the needs of the stroke survivors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Works as a team with co-facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Assessor comments/notes

v1.4

29/05/2019

Assessor's name:					
Group/facilitator ID:					
Date:					
Week 2/3 (circle as appropriate): Roadblocks (2.5 hrs, with breaks)					
Section A: Welcome back					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If <i>partially done</i>, please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
<i>Content</i>					
A1) Welcome (including housekeeping details, and ground rules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A2) Session outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A3) Introduction/recap of managing health and wellbeing handbook and roadmap <u>or</u> roadblocks handbook and roadmap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4) Previous week's worksheets; stories and reflections from past week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A5) Opportunity for participants to ask questions					
<i>Materials</i>					
A6) Roadmap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A7) Previous week's (relevant) flipcharts on view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for welcome back</i>					
A8) Uses resources and participant handbooks appropriately to engage participants and enhance understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A9) Prompts the participants to reflect on last week's session and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

v1.4

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Section B: Roadblocks on my journey					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
B1) Fictional character facing loss of confidence after stroke (using STOP sign)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B2) Eliciting thoughts, feelings, sensations, or behaviours as a response to loss of confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B3) Discuss what might help the fictional character, and impact of this on thoughts, feelings, sensations, or behaviours (using GO sign)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B4) 'What do my roadblocks look like?' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
B5) Roadmap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B6) Flipcharts – STOP and GO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<i>Key facilitator behaviours for roadblocks</i>					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
B7) Facilitates people to share their stories about attempts to manage their condition, and the challenges/roadblocks they face.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B8) Prompts or allows participants to express and explore their feelings about (the condition or behaviour) during the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B9) Encourages the group to discuss/answer their own questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B10) Uses and refers to participants' comments/quotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B11) Prompts the individual or group to problem solve possible barriers to change (e.g. their desired changes or possible barriers to self-management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B12) Prompts participants to review the impact of possible choices on their future health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section C: Working it out					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
C1) Problems stroke survivors could face Next steps (including session's key outcomes, 'what will I do now?' worksheet, and follow-up appointments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C2) Introduce problem-solving approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C3) Use fictional character to choose a problem and apply problem-solving approach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C4) How decisions may be made on the best course of action for solving the problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C5) What to do when problems aren't solvable now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C6) 'Working it out' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
C7) Flipcharts with headings: 1) in my power to solve/change or not in my power to solve/change; 2) 'what could help'; 3) solution: immediate results/long-term results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C8) Previous flipcharts (e.g. what are my roadblocks; skills and strategies toolkit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<i>Key facilitator behaviours for working it out</i>					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
C9) Uses resources and participant handbooks appropriately to engage participants and enhance understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C10) Uses and refers to participants' comments/quotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C11) Prompts participants to discuss their thoughts about possible changes to self-management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C12) Prompts participants to review the impact of possible choices on their future health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C13) Prompts the individual or group to problem solve possible barriers to change (e.g. their desired changes or possible barriers to self-management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section D: What will I do now					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
D1) Recap key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D2) 'What will I do now?' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
D3) 'What will I do now?' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for what will I do now</i>					
D4) Uses resources and participant handbooks appropriately to engage participants and enhance understanding of the session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D5) Prompts participants to talk about what they are going to do as a result of the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Overall facilitator behaviours					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
1. Prompts group to summarise their key messages from the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. The facilitator seeks clarification of participants contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Avoids giving their own opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Encourages the group to discuss/answer their own questions and/or elicits suggestions from participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Engages participants using rapport building skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Notices tone/dynamics within the group, acknowledges these and uses them to manage the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. The facilitator uses strategies to manage time within session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Uses open questions, reflections, appropriate silences and open body language to facilitate group/participant talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Adapts communication/environment/ session delivery to meet the needs of the stroke survivors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Works as a team with co-facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Assessor comments/notes

v1.4

29/05/2019

Assessor's name:					
Group/facilitator ID:					
Date:					
Week 4: Moving forward on my journey (2.5 hours, with breaks)					
Section A: Welcome back					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If <i>partially done</i>, please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
<i>Content</i>					
A1) Welcome (including housekeeping details, handbook and ground rules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A2) Session outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A3) Previous week's action plan/working it out worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A4) Recap roadmap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
A5) Roadmap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A6) Previous week's (relevant) flipcharts on view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A7) Moving forward on my journey handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for welcome back</i>					
A8) Re-engages participants in the journey analogy and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
A9) Prompts the participants to reflect on last week's session and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section B: Your relationships					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate				
	Present	Absent	Partially done	If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
<i>Content</i>					
B1) Ways relationships can be affected by stroke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B2) Problem-solving exercise in relation to a relationship change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
B3) Flipcharts – how can relationships change (one for stroke survivors, one for carers/supporters as applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B4) Flipcharts – ‘what is the problem exactly’; ‘what could help’; ‘solution: immediate results/long-term results’	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<i>Key facilitator behaviours for your relationships</i>					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
B5) Prompts or allows participants to express and explore their feelings about (the condition or behaviour) during the session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B6) Uses and refers to participants' comments/quotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B7) Prompts the individual or group to problem solve possible barriers to change (e.g. their desired changes or possible barriers to self-management)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B8) Prompts participants to review the impact of possible choices on their future health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
B9) Adapts communication, environment, or session delivery to meet the needs of the stroke survivors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section C: Revisiting your stroke journey					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
C1) Recap the roadmap/journey analogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C2) Summary of key messages from each session (e.g. session outcomes/personal take-home messages/skills and strategies discussed during the course)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C3) Elicit feelings about moving forward from MLAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
C4) Flipchart – ‘skills and strategies toolkit’	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for revisiting your stroke journey</i>					
C5) Facilitates the group’s recapping of the journey analogy (e.g. prompts group to summarise their key messages from the session)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
C6) Prompts participants to reflect on where they feel they are now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section D: How will you move forward?					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
D1) Discussion of 'warning lights' for physical/emotional health and prevention of these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D2) Loneliness from the perspective of the fictional character (may also use problem-solving exercise)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D3) The directory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
D4) A4 dashboard images	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D5) Flipchart - 'Skills and strategies toolkit'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D6) A4 directory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for how will you move forward</i>					
D7) Prompts or allows participants to express and explore their feelings about the condition or behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D8) Encourages the group to discuss/answer their own questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
D9) Uses and refers to participants' comments/quotes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Section E: Next steps					
Facilitator(s):					
Start time:					
End time:					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
<i>Content</i>					
E1) Recap session's key outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E2) 'What will I do now?' worksheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E3) Organise follow-up appointments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Materials</i>					
E4) 'What will I do now?' worksheet in the handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E5) Flipchart – 'what would you like to get from the course?/What is your important question?'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<i>Key facilitator behaviours for next steps</i>					
E6) Prompts group to summarise their key messages from the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E7) Prompts participants to talk about what they are going to do as a result of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
E8) Encourages the group to discuss/answer their own questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Overall facilitator behaviours					
	Tick as appropriate			If <i>partially done</i> , please provide reasons (e.g. ran out of time, forgot, deemed unnecessary)	Other comments
	Present	Absent	Partially done		
1. Uses non-judgmental statements in response to participants' verbal utterances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2. The facilitator seeks clarification of participants contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3. Avoids giving their own opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Encourages the group to discuss/answer their own questions and/or elicits suggestions from participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5. Engages participants using rapport building skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6. Notices tone/dynamics within the group, acknowledges these and uses them to manage the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7. The facilitator uses strategies to manage time within session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8. Uses open questions, reflections, appropriate silences and open body language to facilitate group/participant talk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9. Adapts communication/environment/ session delivery to meet the needs of the stroke survivors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10. Works as a team with co-facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Assessor comments/notes

v1.4

29/05/2019