Structured Risk Formulation and Safety Planning in Practice: Facilitator Pack

THE TALKING THERAPIES UK FACILITATOR PACKS



Structured Risk Formulation and Safety Planning in Practice: Facilitator Pack

The course book, and teaching it to a group

A facilitator pack · 2 sessions · with the whole course book · for trainers and supervisors

TALKING THERAPIES UK

First edition · 2026

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First edition, 2026.

This pack accompanies the course “Structured Risk Formulation and Safety Planning in Practice” on Talking Therapies UK Training & CPD, and holds its course book in full. It is drawn from the course and is kept current with it: whenever the course changes, the pack is set again.

This printing was set on 21 November 2026 from the course as it stood that day.

A note on teaching from this pack. It supports qualified trainers and supervisors teaching within their competence. Running the course from it does not award the course’s CPD certificate, which participants gain by completing the course online.

Set in Poppins and Roboto, the Talking Therapies UK typefaces.

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How to use this pack

This pack is for trainers and supervisors who teach the Talking Therapies UK course “Structured Risk Formulation and Safety Planning in Practice” to a group, and it holds the whole course book as well as the teaching: every lesson as the group reads it, with its key points and practice task, the case in full, the glossary and further reading, so that you teach from the same text your participants read. It carries the craft of teaching the course as well as the plan for it: what to have in place before the first session, how to pitch the material to a room of mixed experience, how to run the room and each kind of practice task, and what to do when participants’ own experience surfaces; then a session for each of the course’s 2 modules, with a timed plan, the gist of what the group has read, the points to draw out lesson by lesson, how to put each one across, the activities and the questions for discussion; then how to tell whether learning has happened and check it without testing it, with the course’s case and ways to teach from it, and its terms and further reading; and, for after the course, action plans, an attendance register, an evaluation form and a record for your own use. It does not print the course’s assessment, which participants take online to earn their CPD certificate.

This pack is in two halves. The first, in four parts, is written for you as the facilitator. Part 1 sets out the course, how to plan it as a series of sessions, and the craft of teaching it to a group: what to have in place before you start, how to pitch it to a room of mixed experience, how to run the room, how to run each kind of practice task as a group activity, and what to do when participants’ own experience surfaces. Read Part 1 once, before the first session.

Part 2 is the teaching itself, session by session. Each session carries a timed plan, the gist of what the group has read, the points to draw out lesson by lesson, how to put each one across, the session’s activities and its questions for discussion. Read each session with the module it teaches.

Part 3 is about telling whether learning has happened. It does not print the course’s assessment questions, because they are how the Talking Therapies UK CPD certificate is earned: participants meet them only when they complete the course online. Part 4 is what happens after the course, with the attendance register, the evaluation form and a record for your own use, all of which you may copy for the groups you run.

The second half is the course book itself, complete, in a part for each session: every lesson as the group reads it, with its key points and practice task, and after the lessons the case in full, the glossary and further reading. It is here so that you prepare and teach from the same text your participants read, without buying the course book as well.

The pack is drawn from the course and kept current with it. Whenever the course’s teaching changes, the pack is written again and you can download the new revision at no charge.

What this pack covers

- Prepare to teach the course, within your competence and with the right things in place
- Plan the course as 2 sessions, to a timed plan for each
- Pitch each session to a room of mixed experience, and teach in short cycles of teaching and practice
- Run the room: numbers, layout, time, online delivery, access and a second facilitator
- Run each lesson's practice task as a group activity, and take feedback from it
- Draw out each lesson's points, knowing what the group has already read
- Hold the line between training and therapy when participants' own experience surfaces
- Tell whether learning has happened, and check it without testing it
- Check understanding with questions of your own, leaving the course's assessment to the certificate
- Send participants away with an action plan, and keep a register, evaluations and your own record
- Read every lesson exactly as the group reads it: the whole course book is bound into the pack

PART 1

The course, and teaching it

What the course covers, how to plan it, and the craft of teaching it to a group.

CHAPTER 1

About Structured Risk Formulation and Safety Planning in Practice

This practitioner course teaches the practical delivery of collaborative safety planning using the Safety Planning Intervention (SPI), a brief, structured intervention developed for suicidal patients in emergency departments, crisis lines and other acute care settings, and since adopted much more widely (Stanley & Brown, 2012). You will study what the SPI is, a prioritised, personalised list of coping strategies and sources of support that the person helps write themselves, explicitly distinguished from a “no-suicide contract”, an approach that has never been rigorously shown to be effective. The course teaches the SPI’s structure at the level a practitioner needs to guide the conversation, recognising personal warning signs, internal coping strategies, people and settings that provide distraction, people to ask for help, and professional and crisis contacts, before turning to the practical skill of keeping the plan genuinely collaborative rather than a generic template handed over, checking each step is realistic for this person’s actual life, and discussing reducing access to specific means sensitively as part of making the person’s environment safer. It is intended for practitioners who have completed this pathway’s foundation course or hold equivalent working knowledge.

Who it is for

The course is pitched at practitioners with a foundation in the subject who want to apply it with more confidence.

At a glance

- 2 sessions of about 210 minutes, one for each of the course’s modules.
- 4 lessons across the 2 modules, each with its own points to draw out and its own practice task.
- The online course is accredited for 9 hours of CPD, which participants gain by completing it online rather than by attending your sessions.
- Each participant needs the course book, or access to the online course, for reading between sessions.

How this pack and the course fit together

The course exists in three forms, and a facilitator works across all of them. Online it is the lessons, the assessment and the CPD certificate, which each participant holds for themselves. In print it is the course book, which is what participants read between sessions. This pack is the third form: it is written for you rather than for them, and it carries what the other two do not, which is how to teach the material to a room.

Nothing in this pack repeats the course book at length. Each session below opens with the gist of what the group has read, so that you know exactly what is in their heads when they arrive, and then turns to the teaching: the points to draw out, how to run the practice, what tends to go wrong and what to do about it.

CHAPTER 2

Planning the sessions

Run one session for each module, a week or a fortnight apart, so that participants can read the module and try its practice task between sessions. The sessions can also be run as a block over two or three days, which suits a team being trained together, at the cost of the practice between them.

OVERVIEW

The course at a glance

Session	Module	Lessons	Time
1	The Safety Planning Intervention	2	210 minutes
2	Delivering safety planning collaboratively	2	210 minutes

The shape of every session

Each session in Part 2 is planned to the same shape, and it is worth knowing the shape rather than reading each plan cold. A session opens, recaps the week's practice, teaches each of the module's lessons in a short cycle of teaching and doing, runs the module's practice tasks as group activities, discusses what it means for the participants' own work, and closes by setting the next module.

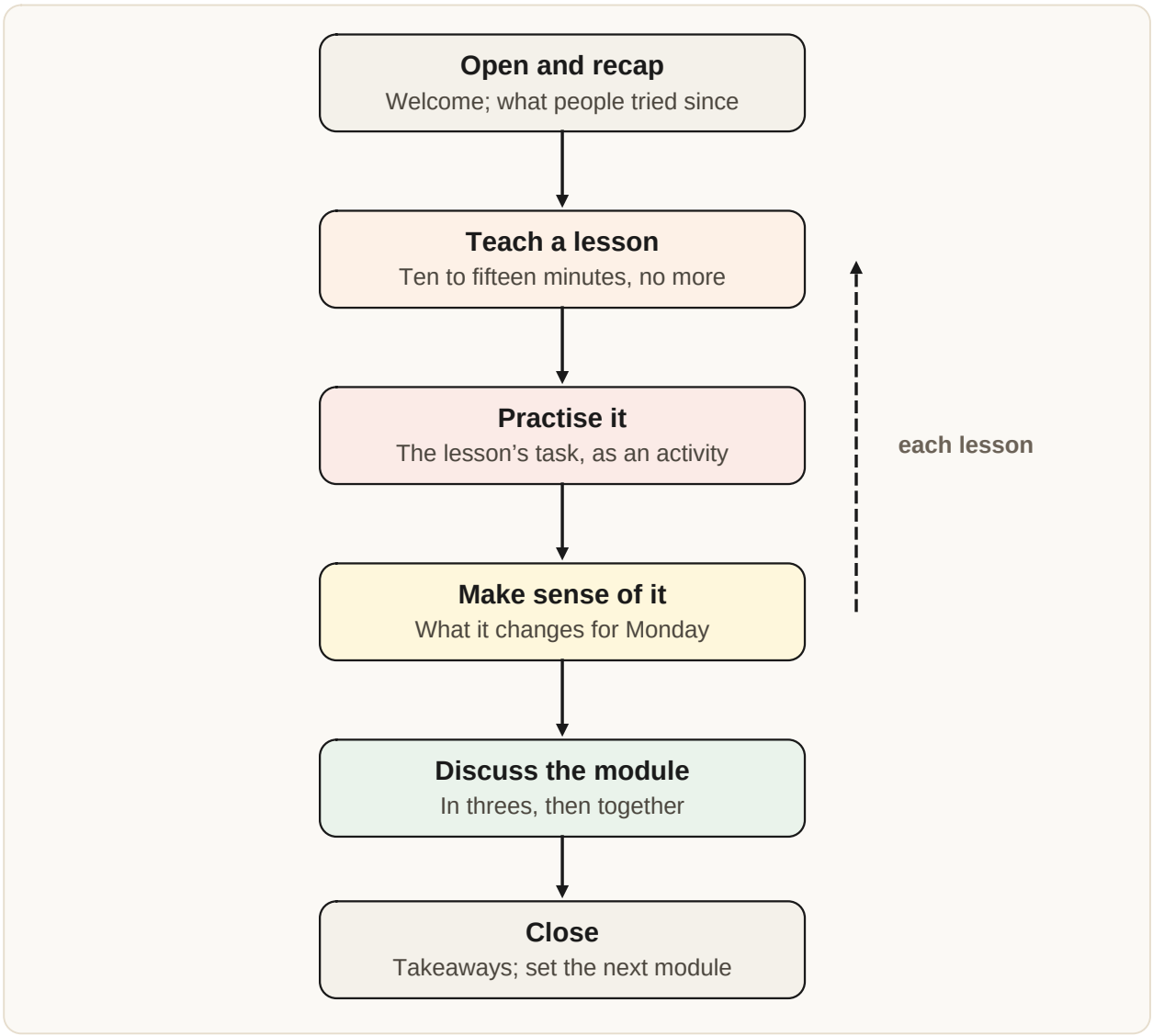


FIGURE 2.1 The shape of every session
Each session in Part 2 follows this shape. The three middle steps are one short cycle for each lesson in the module, rather than one long block of teaching followed by one long block of practice: the material taught at the start of a session has gone by the end of it unless it has been used in between.

The group

- Six to sixteen participants: enough for small-group work, few enough for everyone to contribute and for you to hear what is happening in the practice.
- Agree ground rules at the first session: confidentiality, respect for different experience, and how participants will speak about their own clients, with nothing that could identify them.
- Ask before the course about access needs, and send any reading a week ahead.

What you need

- This pack, with your own notes in it, and the course book or the online course for each participant.
- A flipchart or whiteboard, and space for groups of three or four to work.
- Printed copies of the attendance register and the evaluation form in Part 4, which you may copy for the groups you run.

- A clock or timer you can see without looking at your phone.

Before the first session

Read the whole course through once, not module by module as you go. Participants ask in session two about something in module six, and a facilitator who knows where the course is going can answer them; one who does not will contradict the course later. The chapters that follow set out what else needs to be in place.

CHAPTER 3

Before you teach this course

A course that works online, where a learner reads at their own pace and answers the assessment when they are ready, does not become a course that works in a room simply because a trainer stands up and says the same things. Teaching it to a group is a different piece of work, with its own failures, and this part of the pack is about that work rather than about the subject matter.

What has to be in place before the first session

You need enough standing in the subject to answer the question behind the question. Participants rarely ask what a method is, because the course has told them. They ask what to do when it does not work, which is a question about practice, and no amount of preparation from the slides will answer it. Three things give you that standing.

The first is current or recent use of the methods yourself. Not necessarily a full caseload, but recent enough that your examples are yours rather than remembered from someone else's. A room of practitioners can tell the difference within half an hour, and what it costs you is not their respect but their candour: a group that decides you have not done this lately stops bringing you its real difficulties and starts asking tidy questions instead.

The second is the whole course read through before the first session, not module by module the night before each one. Participants ask in session two about something that appears in module six, and a facilitator who knows where the course is going can say so and park it. One who does not will answer from general knowledge and contradict the course four weeks later, which costs more than the original question was worth.

The third is somewhere to take the teaching itself. Your own supervision, or a colleague who has taught this material before, for the session that did not land and the participant you are not sure how to handle. Teaching is practice, and practice without supervision drifts.

BE STRAIGHT

If you are not currently using the methods in this course, say so in the first session, and say what you do bring instead. A room forgives a facilitator who is open about the limits of their experience. It does not forgive one who is found out in session four.

Preparing the course rather than the session

Most facilitators prepare the next session. The ones whose courses work prepare the course once, properly, and then prepare each session lightly on top of that.

Preparing the course means four decisions taken before the first session and written down.

- What the group is for. Why this organisation is running this course now, what it wants to be different afterwards, and whether that is something a course can deliver at all. If the real problem is that a service has no supervision structure, a course on the model will not fix it, and it

is better to say so before you start than to be blamed afterwards.

- What you will cut. You will fall behind. Decide now, for each session, which piece of teaching must happen and which discussion is the one to shorten. Facilitators who have not decided this in advance cut the practice, because it is the thing that visibly takes the longest, and the practice is the part that cannot be cut.
- Where the hard sessions are. Every course has one or two sessions that go badly more often than the others, usually because the material asks participants to do something they find exposing. Know which yours are, and plan more time and fewer slides for them.
- What you will do if the group is smaller or larger than booked. Twelve became four, or became twenty-two. Both happen. The four-person version of a session is not the same session delivered quietly, and the twenty-two person version is not the same session shouted.

What this pack does and does not authorise

This pack licenses you to teach this course to groups you run. It does not make you an accredited trainer of the model, it does not award the Talking Therapies UK CPD certificate, and it does not make the course yours to rebrand or resell.

Participants earn the certificate by completing the course online, which they can do before, during or after your sessions. Say this in the first session, because participants who assume that attendance certifies them will be disappointed at the end, and some of them need the certificate for their own registration or appraisal.

There is a practical decision in this that is worth taking deliberately. Most facilitators ask participants to complete each module online before its session, which means the session can be spent practising rather than transmitting, and which is the arrangement this pack's session plans assume. The alternative, where participants work through the online course afterwards, turns each session into a preview and tends to produce a room that has read nothing. If you choose it anyway, cut the amount of material you try to cover by about a third.

Scope, insurance and the organisation you are teaching for

If you are teaching for an employer, their arrangements cover you and their policies govern what you do with a safeguarding disclosure or a participant in distress. Find out what those policies say before the first session rather than at the moment you need them.

If you are teaching independently, three things need settling in writing before you start.

- That your professional indemnity covers training delivery. A clinical policy does not always include it, and the cover you need is for teaching rather than for treating.
- What you are actually providing: sessions of a stated length, for a stated maximum number of participants, with each participant holding their own access to the online course or their own copy of the course book. Say explicitly that the pack is not to be copied for participants.
- What you are not providing. Commissioning organisations frequently assume that a trainer will also assess their staff's competence and sign them off. That is a different piece of work, it takes observed practice over time rather than a course, and if you are willing to do it at all it should be agreed and priced separately.

The question of your own authority

A room of experienced practitioners will test, usually politely, whether you are worth listening to. The instinct is to meet that by demonstrating knowledge, and it is the wrong instinct: a facilitator who answers a challenge with more expertise wins the exchange and loses the room’s willingness to admit what it cannot do, which is the condition the whole course depends on.

What works better is to be useful early. Get the group doing something within the first half hour, move among them while they do it, and say something precise and helpful to two or three people. A facilitator who has already helped somebody by the first break does not have to establish anything else.

CHAPTER 4

How adults learn, and what that means in this room

Adults in a professional training room are not students. They arrive with practice of their own, with a reason for being there that may not be the reason on the booking form, and with limited patience for being told things they know. Almost everything that goes wrong in a training session is a pitching problem rather than a content problem.

The sequence that works

Teaching, practice, then application, for each piece of material rather than once across the day.

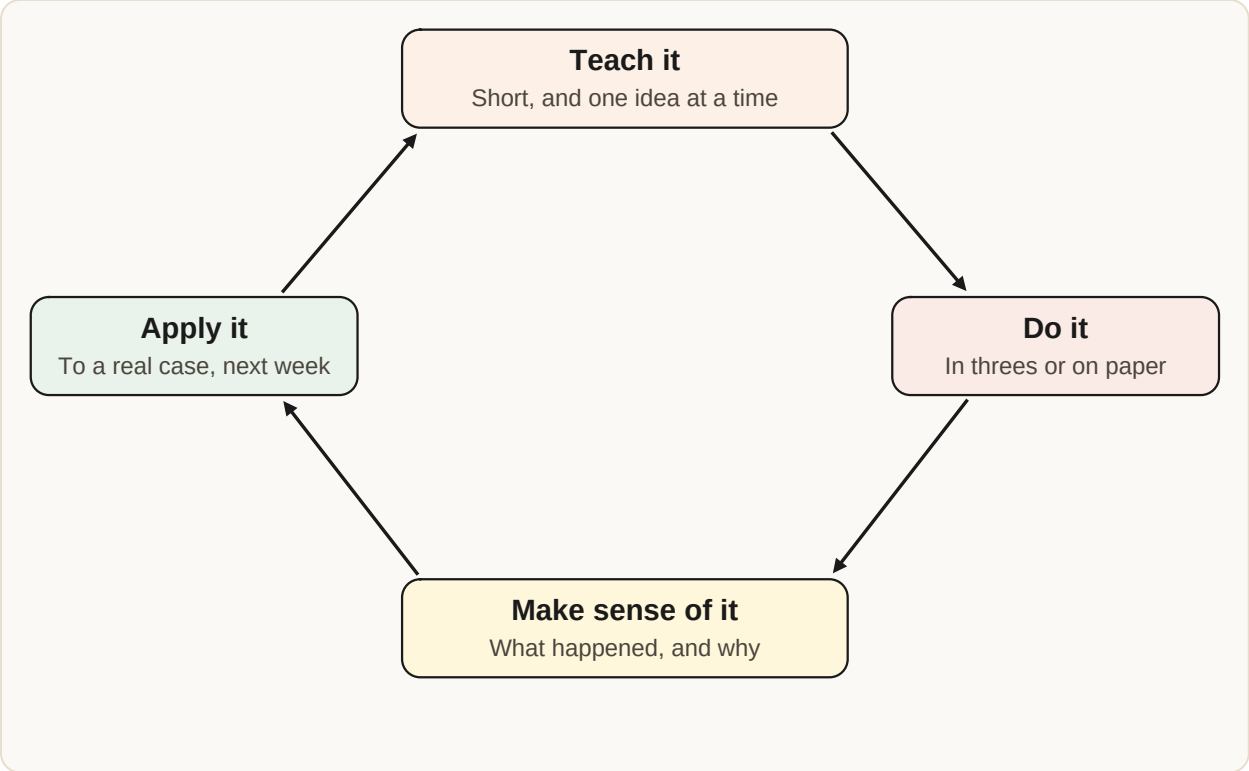


FIGURE 4.1 Teaching, practice, then application
The cycle each piece of material goes round, several times in a session. Adults learn a professional skill by using it and then making sense of what happened, so a session that teaches all morning and practises all afternoon loses the morning. Keep each turn of the cycle to twenty-five or thirty minutes.

The temptation is to teach all morning and practise all afternoon. It does not work, because the morning's material has gone by the time the afternoon arrives, and because the practice then has to carry four ideas at once instead of one. Keep each turn of the cycle short: ten to fifteen minutes of teaching, ten to twenty minutes of doing it, five minutes of what this means for Monday. A session built of three or four of those cycles teaches more than a session built of one long explanation and one long exercise, and it is noticeably easier to run.

The step people leave out is the third one. A group that has practised something and gone straight to the next topic has had an experience; a group that has practised something and then spent five minutes saying where it would fit in their own work has started to change their practice. Those five

minutes look like the most expendable part of the session and are the part that survives the week.

Pitching to a room of mixed experience

Almost every professional group is mixed, and the mix is wider than the booking suggested. Aiming at the middle bores one half and loses the other. What works instead is to keep the teaching the same and make the task adjustable.

- Set practice tasks with a floor and no ceiling. “Reflect back what you heard, and ask no questions at all” can be attempted by anyone and done well by very few, so a practitioner of twenty years is stretched by the same instruction that makes the task possible for somebody in their first year.
- Pair deliberately rather than letting the room pair itself. Experience next to inexperience, usually, so that teaching happens inside the pair as well as from the front. Say that you are doing it and why, so that nobody feels sorted into ability groups.
- Keep one harder question in reserve for each piece of material, for the pair that finishes early and would otherwise sit back and wait.
- Give the experienced ones a job. A participant who already knows the material and has nothing to do becomes a problem; the same participant asked to observe a triad against a specific point and feed back becomes the most useful person in the room.

Questions, silence, and the participant who answers everything

Three things reliably spoil discussion, and each has a technique.

A question nobody answers is usually too large. “What do people think about formulation?” produces silence. “What would you have written in the thoughts box for the moment she picked up the phone?” produces answers, because it can be answered briefly and can be answered wrongly. Make questions small, specific, and answerable in one sentence. If a question of yours has died twice, it is the question rather than the room.

Silence after a good question is working time. Count to ten before you fill it. Facilitators fill silence at about four seconds, and in doing so teach the room that they will always answer their own questions, after which nobody else bothers.

The participant who answers everything is doing you a favour until they are not. Thank them, and then take the next question to the room by name: “Let me come to somebody who has not spoken yet.” If that is not enough, use the structure rather than the personality: in threes, everybody talks, and one person cannot dominate four conversations at once.

THE MOST USEFUL HABIT IN THIS CHAPTER

Say the shape and the time before each activity begins. “Ten minutes, in threes. One of you practises, one is the client, one watches for whether the question stays with the specific situation. I will tell you when to swap.” Groups work well when they know the shape and badly when they are working it out as they go.

When the room is sceptical

Somebody will question whether the method works, or whether it works with the people they see. This is a good moment rather than a difficult one, and how you handle it sets whether anybody raises a real doubt again.

Answer it with what the course says and what the evidence supports, name the limits honestly, and return to the clinical question. Two things lose the room: defending the model further than the evidence goes, and treating the question as resistance to be interpreted. If you do not know, say that you will find out and come back to it next session, and then actually do it, because the group will remember whether you did.

There is a particular form of scepticism worth recognising. “That would never work with my clients” is usually not a claim about the method; it is a statement that the speaker’s caseload is harder than the examples, and that they feel unseen. Acknowledge the caseload, ask for a specific case rather than the general claim, and work that case with the method in front of the room. Either it helps, which answers the doubt, or it does not, which is worth knowing and worth saying.

What they will take away, and what they will not

Be realistic with yourself about the yield. A day’s course does not produce competence; it produces familiarity, a small number of things somebody will try, and a decision about whether to pursue the model further. Teaching as though it should produce competence leads to cramming, and cramming reduces the yield rather than raising it.

The practical consequence is a rule of thumb worth holding to: it is better for a group to leave able to do two things than to have heard about nine. Choose the two before the session, teach them properly, and let the course book carry the rest.

CHAPTER 5

The first session, close to word for word

The first twenty minutes of the first session decide how the rest of the course goes, and they are the part most facilitators improvise. What follows is one way of doing them that works, close to word for word, to be adapted rather than read out.

Do not start with introductions round the room

A round of names and job titles with sixteen people takes twenty minutes, tells nobody anything they will remember, and teaches the group that this is a session in which they wait their turn to speak. Start with the work instead, and let people learn each other's names in the first activity.

If the group genuinely does not know each other, use pairs: two minutes each way on who they are and what they are hoping for, and then nobody introduces anybody to the room. You get the same information, in four minutes rather than twenty, and everybody has already spoken once, which makes them far more likely to speak again.

Say who you are, and be specific

Thirty seconds, concrete rather than modest.

YOU I am a clinical psychologist, I have worked in a community mental health team for eleven years, and I use this material most weeks. The part I find hardest is the bit we are doing in session three, and I will say more about why when we get there.

The last sentence is the one that buys you the room. A facilitator who names something they find difficult is believed about everything else, and has made it permissible for everyone present to do the same.

Say what the course is, and what the certificate is

Participants will be unclear about this, and the time to clear it up is now rather than at the end when somebody asks where their certificate is.

YOU This course exists online, and each of you has your own access to it. The lessons and the assessment are there, and the CPD certificate comes from completing it online, not from coming to these sessions. What we do here is the practice. I will not read the lessons to you. So please read each module before its session, because that is what makes the session worth your time.

Then say what you expect, in one sentence: which module to read before the next session, and that they should try its practice task at least once, however badly.

Agree the ground rules so that they stick

Rules the facilitator announces are forgotten by the second session. Rules the group states are kept, so ask for them, and write them where they stay visible for the whole course.

YOU Before we start, I want three or four ground rules from you, and I will add two of mine. What do you need from each other to be able to say "I do not know how to do this" in front of colleagues?

The group will give you confidentiality, respect for different levels of experience, and usually something about phones. Add the two that matter and that groups rarely name themselves.

- How participants will talk about their own clients: no names, no services, nothing that would identify somebody to anybody else in the room. Say that people here often work in the same services as each other, because that is what makes the rule concrete rather than ceremonial.
- That anybody may step out at any time and does not have to say why.

Then say the thing underneath the second rule, briefly and without drama.

YOU This subject reaches people. Some of you will have your own experience of it, and some of you are carrying work that is affecting you at the moment. If you need to step out, step out. I will be around at the end if anyone wants to talk to me.

Ask what they have brought

Two minutes, and it changes what you teach. Ask each participant to write down, privately, one situation from their own work that they hope this course will help with. They do not read them out. Ask only for a show of hands on a few categories you name, so that you learn the shape of the room without anybody disclosing anything.

Keep what you learn. When you reach the session that fits the thing half the room wrote down, say so: "Several of you said at the start that this was the part you wanted." Groups notice when a facilitator has remembered.

The first teaching cycle, within the first half hour

Get to the material fast. A first session that spends fifty minutes on administration and context teaches the group that nothing much happens here. Aim to be teaching something within twenty-five minutes of starting, and to have the group doing something within forty.

The first activity should be one that nobody can fail at. Its purpose is not the content but the discovery that in this room people talk to each other and try things. A task with a floor and no ceiling does both: everybody manages it, and the experienced participants find it harder than they expected, which is the other thing worth establishing early.

WHAT TO WATCH IN THE FIRST ACTIVITY

Who has not spoken by the end of it. Fix it then, by going to that group and asking the quiet person something directly, rather than hoping it resolves itself. A participant who gets through the first session without speaking usually gets through the whole course without speaking.

Close the first session deliberately

Two minutes, in the shape you will use every week: one thing each participant will try before the next session, said aloud or written down, and the reading set with a reason attached to it. Doing this in session one establishes it as what happens here, and by session three nobody needs

reminding.

If the first session goes badly

Sometimes it does. The room is flat, the activity falls over, somebody is openly unhappy about being sent. The recovery is not to work harder in session two; it is to name it at the start of session two and ask.

YOU I thought last week was heavy going, and I would rather know why than guess. What would make this more useful?

Groups almost always answer that honestly, and almost always ask for something you can give: less talking from the front, more time on cases, a different pace. A course that is corrected in session two is usually fine. One where the facilitator pretends the first session went well rarely recovers.

CHAPTER 6

Running the room

The practical arrangements decide more about a session than the content does. A good plan delivered in a room with chairs in rows and no clock will go worse than an ordinary plan in a room set up for the work.

Numbers

Six to sixteen participants. Below six, small-group work collapses and the discussion rests on too few people, although four can work if they are talkative and you drop the small-group structure entirely. Above sixteen you can still teach, but you can no longer hear what is happening in the practice, which is where the learning is, and at least one person will sit through the whole day without speaking. Above twenty, plan for a second facilitator or accept that the session is a lecture and design it as one.

If the numbers are fixed and too large, change what you are trying to achieve rather than trying to achieve the same thing louder. A room of thirty can be taught a model and can discuss it in pairs. It cannot be taught a skill.

The room itself

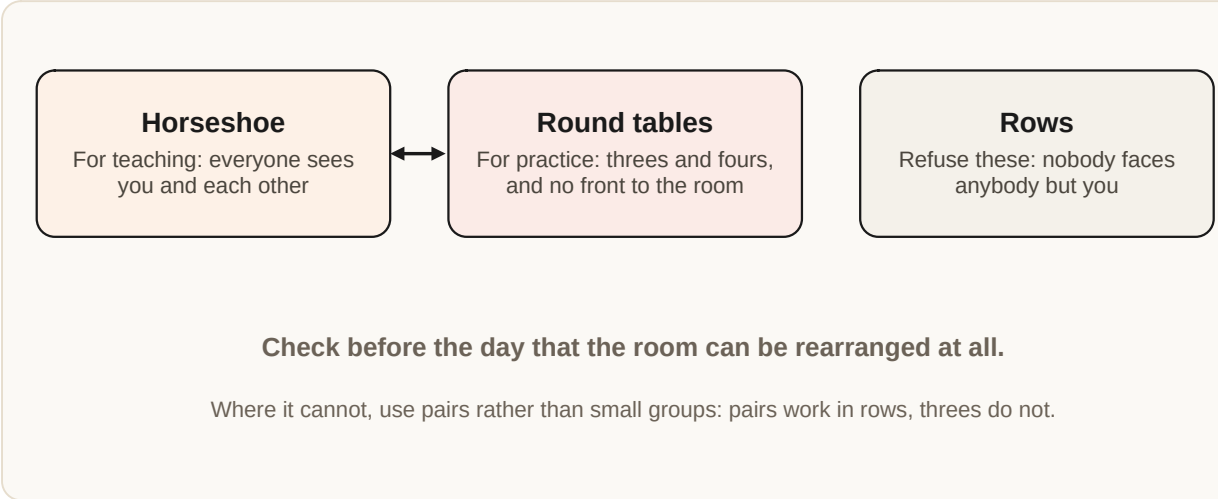


FIGURE 6.1 How to set the room out
A horseshoe for teaching, round tables for practice, and the ability to change between them in under a minute. Rows are the one arrangement to refuse: they turn every participant towards the facilitator, which is the wrong way round for a session in which most of the talking should be between participants.

A horseshoe for teaching, round tables for practice, and the ability to move between the two in under a minute. Rows are the one arrangement to refuse: they turn every participant towards you, which is exactly wrong for a session in which most of the talking should be between participants.

Check before the day rather than on it: that the room can be rearranged at all, that there is a surface to write on, that you can be heard without raising your voice, and that participants will not be sitting facing a window. If the room cannot be rearranged, change the plan rather than the

method. Pairs work in rows; threes do not.

Two smaller things that cost sessions more often than they should. Find out who has the key and who to ring if the room is locked, and find out whether the building's heating is on at the hour you start.

What to take

- This pack, with your own notes in it.
- A flipchart or whiteboard, and pens that work. Test them the night before; dried-out pens have spoiled more first sessions than difficult participants.
- Printed copies of the attendance register and the evaluation form from Part 4, which you may copy for the groups you run.
- A clock or a timer you can see without looking at your phone, because looking at your phone reads as inattention however briefly you do it.
- Paper for participants. People think differently when writing by hand, and some will arrive with nothing.

Participants bring their own course book or their own access to the online course. Do not photocopy the course book for them; each participant needs their own, and the licence at the back of this pack says so.

Time

The session plans in Part 2 are built from the course's own stated hours, divided across its modules. Treat the timings as a budget rather than a schedule. You will not keep to them exactly, and the real question is what gives when you fall behind, which is why it is decided in advance and written in the plan.

Build in a break every seventy to ninety minutes and take it even when the group says it would rather carry on. Attention does not survive longer than that, and the conversation in the break is part of what participants came for. Say when the break will be at the start, and start again at the time you said, because a facilitator who starts late teaches the room that the stated times are approximate.

A specific failure worth naming: the session that runs out of time in the last quarter and loses its close. The close is where participants decide what they will do differently, and it is worth more than the content it displaces. Protect the last ten minutes even if it costs you the final piece of teaching.

Access

Ask before the course, in writing, whether anyone has access needs, and ask in a way that makes a reply easy: "Is there anything that would help you take part fully?" rather than a form with a list of conditions on it.

Send any reading a week ahead, which helps dyslexic participants and everybody else. Say at the start that people may move, stand, leave and return without asking. Give handouts in a readable size and avoid reading aloud from a page that participants are also reading. Where an interpreter or a British Sign Language interpreter is present, brief them beforehand on the course's technical

vocabulary, allow longer for everything, and speak to the participant rather than to the interpreter.

Neurodivergent participants are present in every professional group, usually without saying so. Most of what helps them is what helps everyone: a written agenda, instructions given both aloud and in writing, warning before a change of activity, and no requirement to improvise in front of the room without notice.

Materials you prepare yourself

Two things are worth preparing and reusing every time you run the course.

The first is the set of flipchart headings for each session, written before the group arrives rather than during the teaching. A session with its spine already on the wall is easier to follow and much easier to get back on track after a digression.

The second is a small stock of worked examples of your own, from your own practice, anonymised and checked. The course's examples are written for teaching and are reliable; your own carry conviction. A facilitator with three or four of their own, rehearsed, is never stuck for the thing that makes an abstract point land.

A WARNING ABOUT SLIDES

This course does not need them, and a facilitator who builds forty slides will teach the slides instead of the group. If you want something on the wall, put up the session's headings and the diagrams from this pack, and leave the rest to the room.

The end of the sample

This is a free sample of “Structured Risk Formulation and Safety Planning in Practice: Facilitator Pack”, and it ends here.

Everything you have read here is from the opening of the book, set exactly as it is printed in it. The rest follows in the same way, chapter by chapter, with its worksheets, its examples and its reference list.

The full book is on sale in the Talking Therapies UK shop. A copy is yours to keep, as a PDF and an ebook, licensed to you by name: a short line saying so is printed at the foot of each page of the PDF and on the title page of the ebook.