

## **Slide 1**

Using Deliberative Methods to Engage the Public: Facilitating a Deliberative Session  
Agency for Healthcare Research and Quality Community Forum

June 13

## **Slide 2**

### **Purpose and Objectives**

- Purpose:
  - Provide practical guidance on facilitating deliberative sessions
  - Explore how these facilitation skills can be used in your work
- At the end of the session you should be able to:
  - Identify facilitation skills unique to deliberation
  - Develop exercises for guiding group discussion
  - Understand how to use facilitation tools to prepare for your groups

## **Slide 3**

### **Presenter Introductions**

- Dierdre Gilmore, MA, Senior Researcher, American Institutes for Research (AIR)
- Marge Ginsburg, MPH, Director, Center for Healthcare Decisions
- Ela Pathak-Sen, Director, Commotion

Image: A photograph of each speaker

## **Slide 4**

### **Community Forum Description**

- Agency for Healthcare Research and Quality's initiative called Community Forum
- Led by the American Institutes for Research (AIR) with key partners
- Major part of this project is to:
  - Advance the use of deliberative methods for obtaining input from members of the public on a health research topic

## **Slide 5**

### **Agenda**

- Welcome
- What is a deliberative process and what is a deliberative question?
- Facilitation techniques
- Managing the discussion
- Group exercises
- Managing participant behavior
- Facilitation tools
- Facilitator training
- Q&A

## **Slide 6**

### **What is a deliberative process?**

- Asks the public to be a problem-solver
  - Problem is policy-oriented, complex, multi-faceted
  - Requires accurate, unbiased facts
  - Has multiple solutions, each with trade-offs
  - Requires interactive discussion/debate

- Decisions grounded in personal/societal values

#### **Slide 7**

##### **The overuse of antibiotics: focus group**

- Question: How can doctors better communicate with patients about the risk?
- What researchers will learn:
  - Views about personal right to decide
  - What doctors need to say to patients
  - What information might be useful to convey to the public about the risk of overusing antibiotics

#### **Slide 8**

##### **The overuse of antibiotics: deliberative session**

- Question: should there be more specific limits on how doctors use antibiotics?
- What researchers will learn:
  - Concerns about loss of patient/doctor authority
  - How people balance the tension between personal choice and societal protection
  - If there are acceptable strategies for maintaining clinical autonomy while reducing harm to others

#### **Slide 9**

##### **Be consistent with features of the session**

- Facilitator takes into account...
  - Complexity of the topic
  - The time allocated for the process
  - The number of participants
  - Maintain principles of facilitation
    - Neutrality
    - Active talking by participants
    - Dialogue among participants

#### **Slide 10**

##### **Continuum of engagement**

Image: This is a steps model, which encompasses an arrow pointing diagonally northeast, with the word “power” inscribed in it. Starting from the lowest step to fifth highest step, are the words: Passive Participation, Consultation Participation, Functional, Interactive Participation, Self-mobilization.” Surrounding the steps are the questions:

- “What’s the question?”
- “How much time have you got?”
- “Who is participating?”
- “What happens with the outcomes?”

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##### **Some facilitator tips to using this model**

- Key behaviors at each level include:
  - Passive participation : Information giving so that participants understand processes

- Consultation participation: obtain and consider opinions, tell participants how their views will be heard
- Functional participation: the participants work to help the sponsor achieve project goals and consultation occurs after major decisions have been made
- Interactive participation: Participation is seen as a 'right.' Participants feel they have a stake in the issues, they provide multiple perspectives, they are in learning mode
- Self-mobilization participation: Participants control the process, they decide the agenda and resources

Image: The steps model with 5 steps: Passive Participation, Consultation, Functional Participation, Interactive Participation, Self-mobilization

### **Slide 12**

#### **Implementing the continuum**

- Build trust
  - Icebreakers & energizers
  - Ground rules
- Give information

Image: The steps model with 5 steps: Passive Participation, Consultation, Functional Participation, Interactive Participation, Self-mobilization. The first step is highlighted.

### **Slide 13**

#### **Implementing the continuum**

- Organize the flow of discussion
  - Active listening
  - Stacking
  - Signposting

Image: The steps model with 5 steps: Passive Participation, Consultation, Functional Participation, Interactive Participation, Self-mobilization. The second step is highlighted.

### **Slide 14**

#### **Implementing the continuum**

- Broaden participation
  - EMU (encourage, moderate, use the clock)
  - Use the 'Hats' exercise

### **Slide 15**

#### **Implementing the continuum**

- Help folks make their point
  - Active listening, draw folks out
  - Give permission to disagree

Image: The steps model with 5 steps: Passive Participation, Consultation, Functional Participation, Interactive Participation, Self-mobilization. The third step is highlighted.

### **Slide 16**

#### **Implementing the continuum**

- Manage divergent perspectives
  - Sequence
  - Mind map

- Re-focus

Image: The steps model with 5 steps: Passive Participation, Consultation, Functional Participation, Interactive Participation, Self-mobilization. The fourth step is highlighted.

#### **Slide 17**

##### **Self-mobilization**

- Move to self management
  - Open Space

Image: The steps model with 5 steps: Passive Participation, Consultation, Functional Participation, Interactive Participation, Self-mobilization. The fifth step is highlighted.

#### **Slide 18**

##### **Why, why, why, why –BUT WHY?**

Image: Photograph of red onions

#### **Slide 19**

##### **5 Whys**

- Borrowed from LEAN Six Sigma theory as a way of problem solving – getting to the root cause
- Prepare participants for this – it can come across as rude
- Onion theory – but gets to values and core judgments
- Let's try it.....

#### **Slide 20**

##### **Trying out the 5 Whys**

- We need 3 participants plus the facilitator
- The facilitator and one other participant agrees to be the 'questioner'
- The two participants who are in the role of 'responder' may choose one statement each from the list below
- The first round is between the Facilitator and one of the participants
- The second round is between the remaining two participants
- Each round lasts 3 minutes max!

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##### **Choose one of the following statements or use one of your own**

- Our school system has failed young people.
- With rights come responsibilities.
- There is no such thing as a free lunch!
- Charity begins at home.

#### **Slide 22**

##### **Managing participant behavior**

- Establish ground rules
- Think about how to respond to....
  - Those that dominate
  - Lengthy and off-topic monologues
  - Snarky comments to others
    - Don't forget: you are in charge

#### **Slide 23**

##### **Facilitation tools: Facilitator Guide**

- Structured Facilitator Guide
  - Activity, objective, time, lead, example script

Image: There is a screenshot of the Community Forum Facilitator's Guide.

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##### **Facilitation tools: Facilitator Guide**

- Structured Facilitator Guide
  - Helps facilitators anticipate how the session will look and feel
  - Serves as a training manual
  - Remains flexible

#### **Slide 25**

##### **Facilitation tools: Ice breakers**

- Ice breakers
  - Stage 1: Getting to know you
  - Stage 2: Understanding the process
  - Stage 3: Creating a community

#### **Slide 26**

##### **Facilitation tools: Ice breakers**

- Ice breakers
  - Stage 1: Getting to know you

Image: There is a 4 panle comic strip divided into two.

#### **Slide 27**

##### **Facilitation tools: Ice breakers**

- Ice breakers
  - Stage 2: Understanding the process

Image: There is a photograph of a deliberation session.

#### **Slide 28**

##### **Facilitation tools: Ice breakers**

- Ice breakers
  - Stage 3: Creating a community

Image: There is clipart of a group of singers.

#### **Slide 29**

##### **Training: Practicing your skills**

- Become familiar with the material
- Conduct an informal group
- Hold a mock session
- Get feedback
- Visualize the room
- Continue practicing!

#### **Slide 30**

**Thank you!**