

Day # 1 (Thursday)

9:15

Registration

9:30

60 min.

Welcome/Introduction

Process Outline

- Welcome (5 minutes) (Collect consent forms and Bank Information forms,
- Complete pre-jury questionnaires [jury and reserves] (15 minutes)
- Panelist and Staff Introductions—Who’s in the room? (15 minutes)
- Guidelines for Discussion (15 minutes)
- Overview of Product and Roadmap (10 minutes)

Materials/Supplies

- Consent Forms
- Bank Information Forms
- Pre-jury questionnaires
- Handout and/or PowerPoint of Charge Template
- Handout and/or PowerPoint of Roadmap

Welcome

- ❖ Moderators introduce themselves and thank people for participating.
 - Check if bank information is needed from anyone.
 - Make any logistical announcements (rest rooms, parking, etc.)
 - Distribute and collect consent forms (Moderators or Malcolm)
 - Briefly explain purpose of the event, including how their product will be used (March 10 event, commissioner wants opinion, etc.)

Pre-Jury Questionnaires

- ❖ Distribute and collect consent forms (Moderators or Malcolm)

Panelist Introductions

- ❖ Tell jurors that we will invite them to introduce themselves, sharing name, place of residence and one thing they might be doing with their time if they had not chosen to be here for these three days.

1) *Your name*

2) *Where you're from*

3) *One thing you might be doing if you were not here*

- ❖ Moderators model to demonstrate brevity.
- ❖ Ask people to turn to a neighbor and share these things.
- ❖ Invite them to go around the room and share this information.

Who's in the Room? (adapt according to need)

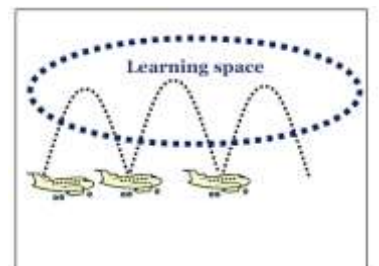
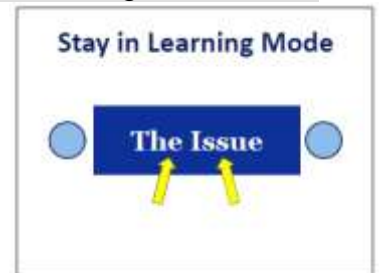
- ❖ Moderators—Guide the process to ensure fair proceedings—Amanda and Kyle
- ❖ Research Project Manager— Malcolm
- ❖ Jurors—Cross-section of the target population
- ❖ Reserve Jurors
- ❖ Support Staff—Amanda and Chris
- ❖ Observers

Guidelines

❖ Stay in Learning Mode

Handout: Be open to new ideas and information, seeking to hear and understand a wide range of perspectives.
Avoid “campaigning” for a specific position.

- We want to maintain a **learning environment**—a climate where people are encouraged to experiment with new ideas without being judged
- We want to go beyond tolerance of difference to actually **seeking** diverse opinions and perspectives
- Graphic—not debate but deliberation. Rather than being on opposite sides of an issue, maintaining a position, we want to come alongside one another and look together at the issue. (PPT slide moves the circles from either end to both at one side focusing on the issue.
- (PPT with airplane on the “runway”) There is another important way to think about the “Learning Mode.”



You'll make some initial judgments based on information that you have when you begin. Then you'll hear from subject matter experts (**click**) and you might find those initial judgments change. You may feel more confident about some

information or decide you want confirmation about something you previously felt confident about.

Your judgments might be shifted by hearing subject matter experts or maybe by listening to your fellow panelists reasoning, or by your own reflection.

In any case, we want to emphasize that most of our time together is about being on a learning journey (slide). You'll start out in one place, get new information and land in a different (or perhaps the same) place. You'll be on that journey clear till Wednesday when we ask you to make some final decisions about the information at that time.

❖ Maintain a positive attitude.

Handout: Assume good intent. If the intent of another party is not clear, ask questions and seek to clarify their meaning.

- We want to create a positive climate where everyone feels free to express an opinion without threat of judgment
- Start by assuming that everyone (advocates, presenters, panelists, moderators) are acting from good intention to do the best they can.
- If that positive intention is not clear to you, ask for clarification. Example: "I would like to know why that is important *to you?*"



❖ Listen with care.

Handout: Make an effort to understand the perspectives of others. Limit interruptions. Make a genuine effort to understand others before seeking to get them to understand you.

- When you're speaking with someone, do you ever notice where your attention is? I don't know about you, but, more often than I like to admit, my attention gets focused on what I'm going to say next!
- We want to invite you to make a conscious effort this week to listen carefully to one another. Sometimes that means
 - “Bracketing” our own opinion for a while in order to be curious about the other.
 - Asking a question before responding, i.e. “what leads you to that conclusion?”
 - Checking for understanding, i.e. “I think I heard you say..... Is that accurate?”



❖ Keep focused on the issue at hand.

Handout: Pay attention to and focus on the most significant issues. Limit digressions; minimize stories unless they are pertinent to the issues discussed. Focus is on issues not people

- In lively discussion, it's not uncommon for one idea to lead to another so that, before long, people are very engaged in a very interesting topic that actually isn't relevant to the main issue.

- We want to enlist your help in making the best use of our limited time by
 - Trying hard to keep your attention on the key issues and
 - Helping your colleagues to maintain focus as well.



—Helping your colleagues to maintain focus as well. When you find the conversation moving away from the primary topic, you might ask the speaker (or the group), “Can you help me understand how this (current conversation) is related to the issue we’re discussing?” This can help the speaker to make the link clear if there is one, or re-focus on the major topic.

❖ Speak clearly and briefly and share “airtime”

Handout: Speak clearly and concisely. Limit discussion on an issue or item to as short a statement as possible. After you have had opportunity to speak, wait for others to speak before contributing again.

➤ Brevity

- Right now, on Day # 1, it seems like we have a great deal of time before us for our deliberations. You’ll quickly discover that our schedule is packed tight and that we’ll have limited time for discussion and deliberation.



- You can help maximize that valuable time by paying attention to how you share your questions and opinions. Try to keep your statements as short and as clear as possible so we can quickly get your point and so that there is time for others to speak as well.
- Some people find it helpful to jot down a note or two about what they want to say so that, when the opportunity is offered, they can check refer to their note in order *to speak clearly and concisely*.

➤ Airtime

- This process values the active participation of every panelist. People have different styles of participating. Some people jump in right away with comments or questions. Others take some time to process their thinking internally before they speak. If we’re not careful, we might only hear from the quick responders. So we want to encourage all of us to pay attention to this.
- If you’re a quick contributor, you can help others by waiting (longer than might be comfortable) for others to take a turn after you have spoken.
- If you’re an internal processor, you can help by taking advantage of the opportunities to offer your opinions and questions.
- Some ways we will *help you share the airtime include*
 - Beginning group discussion and Q&A times by asking to hear first from someone who have not started off discussion before.
 - Asking you to channel your comments and questions to one another **through the moderators**. This will help us manage the pace and help everyone stay included in the conversation. Without this approach,

sometimes things can slip into an extended conversation between two or three people where others may not feel included. This looks like—“I didn’t understand Sally when she said X.” or “When Jim said Y, it caused me to think this.”

—Monitoring who has spoken and asking those who have already contributed a couple of times in a session to hold their thoughts until others have contributed. We acknowledge that may be uncomfortable if you are eager to contribute and it may even feel like you are being “cut off”. We recognize that and invite you to let us know if that happens. But we also invite you to accept that discomfort for the sake of your colleagues in the room whose voices may not be included if we don’t take this approach.

—We will start by adopting this disciplined approach to ensuring broad participation. As the group develops good patterns of speaking and listening, you may request that we relax this procedure a bit and we’ll check in with the group to learn its preference.

❖ Participate fully.

Handout: Participate and contribute to the discussion but not to dominate through interruptions or long-windedness. Do not remain silent when your views differ from the current discussion. Your perspective will enrich the interaction.

- We want to encourage everyone’s participation in this process. Participation may look different for different people. Some may be quite verbal while others participate by listening carefully and taking a lot of notes. Whatever your style, we encourage your full participation by



—keeping yourself focused on what is going on in the room and
—not dismissing your thoughts as unimportant or irrelevant because they are different from others.

—Let us know if you there is something that is preventing your full participation (can’t see/hear, don’t have a handout, totally confused about agenda, etc.)

❖ Disagree positively.

Handout: Express your views when you disagree but do so in a positive way. Direct your energy toward the issues, not people. Be a problem-solver by suggesting alternative approaches or solutions. Adopt a cooperative attitude; look for opportunities to make changes that work for all parties

- As we mentioned earlier, a learning group, by nature will have difference of opinion. We ask you to treat difference of opinion as an opportunity to learn more about another perspective as well as to share your own view.

- You can do this by
 - Acknowledging difference positively (“I see that differently” or “I come to a different conclusion” rather than “that is wrong” or “I have a problem with that.”)
 - Inquiring about the other’s position (“What leads you to that conclusion?” “What is important to about this?”)
 - Stating your position clearly and non-judgmentally (“I see it this way,” “When I consider x, y and z, I conclude this, because....”)



Product and Roadmap

- ❖ Refer to Jury Mission (charge) in the juror notebook. (and slides)

Suppose an NHS body wants to create new records from the patient records stored by your general practice and by hospitals that have treated you. They want to use them for purposes other than your direct patient care, like research about better treatments, and for checking that patients are receiving safe and effective health care. These records would be held securely and would not contain your name, address and other identifiers. Despite this, there is a small risk that the records might still identify you, because they would contain lots of detailed information about the care you receive from your GP and from different hospitals. The NHS body would also review requests from other public and private organisations, granting access only where they believed it was lawful and in a good cause.

(i) Should the NHS body be allowed to create these records about you and other patients?

[Choose only one of the following]

- a. Yes, but they should publish information about what they plan to do
- b. Yes, but they should publish information about what they plan to do and patients should be able to opt out
- c. Yes, but they should publish information about what they plan to do, and only create records for patients who opt in
- d. No
- e. Other (explain in less than 30 words)

(ii) Give reasons for your answer (in less than 300 words)

(i) Given your answer to question 1, who should be allowed to access and extract data from the records created?

[Choose as many of the following examples that apply]

- a. NHS clinicians and administrators who decide which health services should (and should not) be funded
- b. NHS clinicians and administrators doing approved research into whether doctors are prescribing medicines appropriately
- c. University staff doing approved research into whether doctors are prescribing medicines appropriately
- d. Staff employed by local authorities planning the future need for residential care homes
- e. Staff employed by a private company being paid by a hospital NHS trust to compare the number of people dying after surgery with other hospitals
- f. Staff employed by an insurance company aiming to set health insurance premiums accurately
- g. Staff employed by a pharmaceutical company investigating whether they should begin research into a new drug for a genetic disease for which there is currently no treatment

(ii) Give reasons for your answer (in less than 400 words)

❖ Point out how it breaks down into 4 distinct components

➤ **Should the NHS body be allowed to create these records about you and other patients?**

Yes or No?

➤ **If such records were created should it be announced or allow patient input?**

Reasons for your position

➤ **If patients gave input, should they be allowed to opt *in* or opt *out*?**

Reasons for your position

➤ **If such records were created who should have access?**

Reasons for your position



❖ Use slide to explain the steps that will lead to them answering each component

	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><i>How we'll complete the Jury Mission</i></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Input</p> <ul style="list-style-type: none"> ❖ Nature of Health Records ❖ Legal Considerations ❖ Ethical Concerns ❖ Case for and against </div> <div style="text-align: center;"> <p>Discussion</p> <ul style="list-style-type: none"> ❖ Create or not? ❖ Announce or input? ❖ Opt in or opt out? </div> <div style="text-align: center;"> <p>Answer Question #1</p> </div> <div style="text-align: center;"> <p>Discussion</p> <ul style="list-style-type: none"> ❖ Who should be allowed access? </div> <div style="text-align: center;"> <p>Answer Question #2</p> </div> </div> </div>						
<p>10:30 15 min</p>	<p>BREAK</p>						
<p>10:45 75 min</p>	<p>Simulation Exercise</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Process Outline</td> </tr> <tr> <td style="padding: 5px;">Review Group Discussion Pattern—whole panel—(5 minutes)</td> </tr> <tr> <td style="padding: 5px;">Review context (5 minutes)</td> </tr> <tr> <td style="padding: 5px;">Identify benefits and drawbacks (10 minutes)</td> </tr> <tr> <td style="padding: 5px;">Discussion—What to do (25 minutes)</td> </tr> <tr> <td style="padding: 5px;">Report back and De-brief (30)</td> </tr> </table> <p><u>Small Groups</u></p> <ul style="list-style-type: none"> ❖ Review Small Group Instructions (do this from the center, not in individual groups) <ul style="list-style-type: none"> ➤ They'll be working on their own after this so pattern to follow ➤ Review slide on generic pattern 	Process Outline	Review Group Discussion Pattern—whole panel—(5 minutes)	Review context (5 minutes)	Identify benefits and drawbacks (10 minutes)	Discussion—What to do (25 minutes)	Report back and De-brief (30)
Process Outline							
Review Group Discussion Pattern—whole panel—(5 minutes)							
Review context (5 minutes)							
Identify benefits and drawbacks (10 minutes)							
Discussion—What to do (25 minutes)							
Report back and De-brief (30)							

Small Group Discussion Instructions



THINK—Consider your initial response.



LISTEN—Take turns briefly sharing (or pass) your response. Listen with curiosity for new ideas and perspectives.



DISCUSS—Share what is important to you and inquire into the positions of others.



DECIDE—Summarize the results of your discussion to report back.

❖ Review Context (in individual groups)

- Explain that, in order to gain experience in working in small groups and some sense of what they can expect, we begin with a simulation exercise.
- Remind the group of the guidelines for conversation and suggest they pick one or two to focus on during this exercise.
- Facilitator read the information on the handout. (*Generally choose to read aloud because we don't assume equal literacy levels in the room. Facilitators might choose to ask for volunteers to read sections—but keep in mind that the reader has less opportunity to reflect than those following along.*)

❖ Invite jurors to *think* about the benefits and drawbacks of consolidating emergency medical services.

❖ *Using the talking object*, invite jurors to speak, in turn, sharing one or two factors that they would consider most heavily in making their decision.

❖ Invite them to free discussion about reasons why consolidation should or should not be pursued. (Facilitator tries to be hands off but may make observations, suggestions, make sure everyone has opportunity, etc.)

❖ Ask them to decide which option most of the group prefers and identify 2-3 reasons for their decision. (Prepare flip chart with do/do not consolidate and a list of reasons.

Small Group Discussion Instructions



THINK—Consider what you perceive to be the benefits and drawbacks of consolidating emergency medical services.



LISTEN—Take turns briefly sharing (or pass) one or two factors that you would consider most heavily in making your own decision.



DISCUSS—The reasons why consolidation should or should not be pursued



DECIDE—Which option the majority of your group prefers and chart 2-3 reasons.

Report-back/Debrief (probably best to pull people back into the large group)

- ❖ Invite each group to share their conclusion and reasons.
- ❖ Invite comments about “what was it like to work together in this way?”
- ❖ Ask “what kinds of factors did you have to weigh in coming to a decision?” (looking for critical thinking factors like pros/cons, weighing trade-offs, trustworthy information etc.).
- ❖ Ask “which guideline did you try or did you notice others trying? (unpack with questions like, “what was challenging?” “did you notice anything different?” etc.
- ❖ Focus on Learning Mode
 - Did you notice any places where you gained a new perspective?
 - How did you maintain an open mind?
- ❖ Focus on stating your position without making another “wrong.” (I-message)
 - Ask if anyone experienced challenge or success with I-messages—making their own position clear, without making others wrong. Try to get a few examples and coach on this, as possible.
- ❖ Asking good questions
 - Review Good Questions handout and ask them to imagine some sample questions of each type (first box) in relation to the simulation scenario.

12:00
45 min.

LUNCH

12:45
75 min.

Impartial Witness # 1: Ralph Sullivan—Patient Records

Process Outline

Presentation (30 minutes)

Question and Answer (15 minutes)

Deliberation and Report-back (20 minutes)

Presenter Follow-up (10 minutes)

Materials/Supplies

- Note-taking pads/paper
- Pens
- Large Post-it notes
- Sharpie Pens
- Flip Chart paper
- Flip Chart Markers
- Talking objects

Presenter/Q&A

Introduce speaker—**Dr. Ralph Sullivan** is a general practitioner with a specialist interest in patient records and systems. He is here to explain what is in a patient record, and how patient records are used in the NHS.



- ❖ Speaker presentation
- ❖ *Moderated* Question and Answer session (to encourage brevity in question and response and to provide opportunity to as many panelists as possible)

Deliberation and Report Back (3 small groups of 6)

Project instructions on screen

Give group instructions, one step at a time, to keep groups moving at the same pace.

Small Groups

- ❖ *Think*—What is important to remember from this presentation for answering the charge? Write thoughts down, one per card on large record cards
- ❖ *Listen*—(Round Robin with talking object)—one person lay down a card and speak what is written. Others with similar ideas lay them on top, *without discussion*. Continue until all cards are out
- ❖ *Discuss*—What is most important and why
- ❖ *Decide*—Top 3-6 important things to remember and choose the card that words it best.
- ❖ *Think*—What one or two things did you hear that were unclear? Write down one question per card.
- ❖ *Listen*—(Round Robin with talking object)—one person lay down a card and speak what is written. Others with similar ideas lay them on top, *without discussion*. *Continue till all are out*.
- ❖ *Decide*—Choose clearest wording for each distinct question

Small Group Discussion Instructions



THINK—What is important to remember from this presentation? Write ideas, *one per page*.



LISTEN—Take turns sharing 1 or 2 ideas.



DISCUSS—What is most important to remember and why?



DECIDE—Best wording for top 3-6 important things to remember

Small Group Discussion Instructions



THINK—What would you want to ask **healthcare professionals** to help you evaluate the ideas. Write down 2 or 3 questions, *one per card*.



LISTEN—Take turns. One person lay a card down and read it. If others have similar, lay it down on top, without conversation.



DISCUSS—When all cards are out, sort each pile and decide which is the best way to answer that question.



DECIDE—Rank the questions you have identified 1= what you most want to know, etc. Write the number on the card

Report Back

- ❖ Ask one group for an important point to remember. Post. Do a visual check to see if other groups identified something similar.
- ❖ Ask a second group for an important point to remember. Post. Do a visual check to see if other groups identified something similar.
- ❖ Ask the third group for an important point to remember. Post. Do a visual check to see if other groups identified something similar.
- ❖ Continue until all points are out.

- ❖ Repeat for items needing clarification

Presenter Follow-up

- ❖ Invite the presenter to return to
 - (a) offer clarification where requested
 - (b) highlight any important point(s) which the presenter feels might not have

	<p>been captured by the group.</p> <ul style="list-style-type: none"> ❖ Check with the group to see if any points clarified need to be added to the important points to remember 					
<p>14:00 15 min.</p>	<p>BREAK</p> <p>During the break, create an “artifact” listing all of the important points to remember on flip chart and post it visibly in the room for later group reference.</p>					
<p>14:15 75 min.</p>	<p>Impartial Witness # 2: Dawn Monaghan—Legal Considerations</p> <table border="1" data-bbox="311 674 1511 891"> <tr> <td data-bbox="311 674 1511 719">Process Outline</td> </tr> <tr> <td data-bbox="311 719 1511 763">Presentation (30 minutes)</td> </tr> <tr> <td data-bbox="311 763 1511 808">Question and Answer (15 minutes)</td> </tr> <tr> <td data-bbox="311 808 1511 853">Deliberation and Report-back (20 minutes)</td> </tr> <tr> <td data-bbox="311 853 1511 898">Presenter Follow-up (10 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Note-taking pads/paper <input checked="" type="checkbox"/> Pens <input checked="" type="checkbox"/> Large Post-its <input checked="" type="checkbox"/> Sharpie Pens <input checked="" type="checkbox"/> Flip Chart paper <input checked="" type="checkbox"/> Flip Chart Markers <input checked="" type="checkbox"/> Talking objects <p><u>Presenter/Q&A</u></p> <p>Introduce speaker—Dawn Monaghan works for the Information Commissioner’s Office, and her responsibilities include the protection of health records. She is here to tell you a little about the law that protects access to patient records.</p> <ul style="list-style-type: none"> ❖ Speaker presentation ❖ <i>Moderated</i> Question and Answer session (to encourage brevity in question and response and to provide opportunity to as many panelists as possible) <p><u>Deliberation and Report Back</u> (3 small groups of 6)</p> <div data-bbox="379 1659 1401 1727" style="background-color: #e0e0e0; padding: 5px;"> <p>Project instructions on screen Give group instructions, one step at a time, to keep groups moving at the same pace.</p> </div> <p><u>Small Groups</u></p> <ul style="list-style-type: none"> ❖ <i>Think</i>—What is important to remember from this presentation for answering the charge? Write thoughts down, one per card on large record cards ❖ <i>Listen</i>—(Round Robin with talking object)—one person lay down a card and speak what is written. Others with similar ideas lay them on top, <i>without discussion</i>. Continue until all cards are out 	Process Outline	Presentation (30 minutes)	Question and Answer (15 minutes)	Deliberation and Report-back (20 minutes)	Presenter Follow-up (10 minutes)
Process Outline						
Presentation (30 minutes)						
Question and Answer (15 minutes)						
Deliberation and Report-back (20 minutes)						
Presenter Follow-up (10 minutes)						

- ❖ *Discuss*—What is most important and why
- ❖ *Decide*—Top 3-6 important things to remember and choose the card that words it best.

- ❖ *Think*—What one or two things did you hear that were unclear? Write down one question per card.
- ❖ *Listen*—(Round Robin with talking object)—one person lay down a card and speak what is written. Others with similar ideas lay them on top, *without discussion. Continue till all are out.*
- ❖ *Decide*—Choose clearest wording for each distinct question

Small Group Discussion Instructions



THINK—What is important to remember from this presentation? Write ideas, *one per page.*



LISTEN—Take turns sharing 1 or 2 ideas.



DISCUSS—What is most important to remember and why?



DECIDE—Best wording for top 3-6 important things to remember

Small Group Discussion Instructions



THINK—What would you want to ask **healthcare professionals** to help you evaluate the ideas. Write down 2 or 3 questions, *one per card.*



LISTEN—Take turns. One person lay a card down and read it. If others have similar, lay it down on top, without conversation.



DISCUSS—When all cards are out, sort each pile and decide which is the best way to answer that question.



DECIDE—Rank the questions you have identified 1= what you most want to know, etc. Write the number on the card

Report Back

- ❖ Ask one group for an important point to remember. Post. Do a visual check to

	<p>see if other groups identified something similar.</p> <ul style="list-style-type: none"> ❖ Ask a second group for an important point to remember. Post. Do a visual check to see if other groups identified something similar. ❖ Ask the third group for an important point to remember. Post. Do a visual check to see if other groups identified something similar. ❖ Continue until all points are out. ❖ Repeat for items needing clarification <p><u>Presenter Follow-up</u></p> <ul style="list-style-type: none"> ❖ Invite the presenter to return to <ul style="list-style-type: none"> (a) offer clarification where requested (b) highlight any important point(s) which the presenter feels might not have been captured by the group. ❖ Check with the group to see if any points clarified need to be added to the important points to remember 			
<p>15:30 15 min.</p>	<p>BREAK</p> <p>During the break, create an “artifact” listing all of the important points to remember on flip chart and post it visibly in the room for later group reference.</p>			
<p>15:45 50 min.</p>	<p>Deliberation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Process Outline</td> </tr> <tr> <td style="padding: 5px;">Small Group Discussion (30 minutes)</td> </tr> <tr> <td style="padding: 5px;">Large Group Report-back (20 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <p><u>Small Group Discussion</u> (3 groups of 6)</p> <ul style="list-style-type: none"> ❖ Remind participants of earlier coaching on stating their position without making others wrong. ❖ Remind participants of <i>learning mode</i>. They are not drawing conclusions yet, simply reflecting on what they have learned. ❖ <i>Think</i>—Review the information that you have identified as important to remember for answering the charge. How might you take this information into consideration as you evaluate the proposals and options put forward by pro and con experts tomorrow? <i>Need to think of a couple examples</i> ❖ <i>Listen</i>—(Round Robin with talking object)—each person share one or two ways they are currently considering this information. ❖ <i>Discuss</i>—what new or interesting thoughts are you hearing from one another, that will help you prepare to evaluate the proposals tomorrow? 	Process Outline	Small Group Discussion (30 minutes)	Large Group Report-back (20 minutes)
Process Outline				
Small Group Discussion (30 minutes)				
Large Group Report-back (20 minutes)				

Discussion Instructions



THINK—How will you take this information into consideration as you evaluate the proposals and options put forward by pro and con experts tomorrow?



LISTEN—Take turns sharing your answers.



DISCUSS—What new or interesting thoughts are you hearing from one another, that will help you evaluate the proposals tomorrow?

Large Group Report-Back

- ❖ Return to whole group configuration
- ❖ Invite a round-robin (speak, pass or pass-for-now): Based on what you have learned today, from presenters and from one another, what will you be keeping in mind tomorrow as you listen to the contrasting proposals?
- ❖ Check-in with any who may have “passed for now” to see if they want to offer a comment.
- ❖ Open up for free discussion. Create a prompt in the moment, based on how they’re round-robin sharing is going.

16:35
25 min.

Wrap-up and Daily Evaluations

Process Outline

Process Comments (15 minutes)

Evaluations (15 minutes)

Materials/Supplies

- Daily evaluations
- Pens

Process Comments

This may be very brief because participants will have completed *content* review—so keep this focused on how they felt about the process of being together, practicing guidelines, small group discussions, etc.


- ❖ Dyads—ask people to turn to a neighbor and discuss what the *experience* of the day has been like for them. We might acknowledge that they have met new people, learned about unfamiliar topics, practiced different ways of talking together. Then invite them to reflect on their experience together.
- ❖ Whole group—Invite any who wish to share insights that came up for them in the dyads.

	<p><u>Evaluation</u></p> <ul style="list-style-type: none">❖ Explain that daily evaluations are completed (1) to ensure neutrality and lack of bias and; (2) to allow appropriate adjustments in panelists experience.❖ Distribute evaluations and invite them to complete them.
17:00	ADJOURN


Day #2 (Friday)	
9:15	Registration
9:30 20 min.	<p>Re-Gathering</p> <p>Process Outline</p> <p>Welcome, Announcements, Evaluation check-in (5 minutes)</p> <p>Overview of Day's Agenda (5 minutes)</p> <p>Panelist "check-in" (10 minutes)</p> <p><u>Welcome and Announcements</u></p> <p><u>Review the Day's Agenda (flipchart)</u></p> <p><u>Check-in</u></p> <ul style="list-style-type: none"> ❖ Triads--Any insights, thoughts, questions come up over night? ❖ Whole group—invite brief sharing what they heard in triads
9:50 65 min.	<p>Partial Witness # 1: John Ainsworth</p> <p>Process Outline</p> <p>Presentation (30 minutes)</p> <p>Question and Answer (15 minutes)</p> <p>Capture--triads (20minutes)</p> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Note-taking pads/paper <input checked="" type="checkbox"/> Pens <input checked="" type="checkbox"/> Large Post-its <input checked="" type="checkbox"/> Sharpie Pens <input checked="" type="checkbox"/> Flip Chart paper <input checked="" type="checkbox"/> Flip Chart Markers <input checked="" type="checkbox"/> Talking objects <p><u>Presenter/Q&A</u></p> <p>Introduce speaker—Dr. John Ainsworth is a researcher at the University of Manchester, and the deputy director of a centre that uses information technology and health records to improve the health of the population. He is here to argue that it's important that patient records are used for research and other purposes that bring benefits to the public.</p> <ul style="list-style-type: none"> ❖ ❖ Speaker presentation ❖ <i>Moderated</i> Question and Answer session (to encourage brevity in question and response and to provide opportunity to as many panelists as possible) <p><u>Capture</u></p> <ul style="list-style-type: none"> ❖ Form triads ❖ Invite participants to review their notes to remind themselves of the

- arguments offered by the presenter
- ❖ Invite participants, in triads, to share the arguments they heard. Remind them they are in learning mode, trying to get clear on point presented, not yet evaluating or making judgments.

Discussion Instructions



THINK—What arguments did you hear offered for this presenter's position?



LISTEN—Take turns sharing your answers.

- ❖ Report-back—invite a triad to share one point they heard. Chart on flip chart or magic whiteboard. Ask for quick acknowledgement if other groups identified similar (no additional charting—just helping people get a feel for the weight of ideas in the room). Repeat, asking for different points, until all are out.

10:55
15 min. **BREAK**

11:10
65 min. **Partial Witness # 2: Sam Smith—Privacy Campaigner**

<u>Process Outline</u>
Presentation (30 minutes)
Question and Answer (15 minutes)
Capture--triads (20minutes)

- Materials/Supplies
- Note-taking pads/paper
 - Pens
 - Large Post-its
 - Sharpie Pens
 - Flip Chart paper
 - Flip Chart Markers
 - Talking objects

- Presenter/Q&A**
- ❖ Introduce speaker--**Sam Smith** works for medconfidential, an organisation that campaigns for patient confidentiality, and better protection of patient


records. He is here to make the case for stronger control over access to patient records, and better information and choices for patients about the use of patient records.

- ❖ Speaker presentation
- ❖ *Moderated* Question and Answer session (to encourage brevity in question and response and to provide opportunity to as many panelists as possible)


Capture

- ❖ Form triads (try to shift a bit from the earlier grouping—have a person on one end move to the other in order to shift the count)
- ❖ Invite participants to review their notes to remind themselves of the arguments offered by the presenter
- ❖ Invite participants, in triads, to share the arguments they heard. Remind them they are in learning mode, trying to get clear on point presented, not yet evaluating or making judgments.

Discussion Instructions



THINK—What arguments did you hear offered for this presenter's position?



LISTEN—Take turns sharing your answers.

- ❖ Report-back—invite a triad to share one point they heard. Chart on flip chart or magic whiteboard. Ask for quick acknowledgement if other groups identified similar (no additional charting—just helping people get a feel for the weight of ideas in the room). Repeat, asking for different points, until all are out.

12:15 45 min.	LUNCH				
13:00 60 min	Partial Witness # 3: Soren Holm—Ethicist <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 2px;">Process Outline</td> </tr> <tr> <td style="padding: 2px;">Presentation (30 minutes)</td> </tr> <tr> <td style="padding: 2px;">Question and Answer (10 minutes)</td> </tr> <tr> <td style="padding: 2px;">Deliberation and Report-back (20 minutes)</td> </tr> </table>	Process Outline	Presentation (30 minutes)	Question and Answer (10 minutes)	Deliberation and Report-back (20 minutes)
Process Outline					
Presentation (30 minutes)					
Question and Answer (10 minutes)					
Deliberation and Report-back (20 minutes)					

Materials/Supplies

- Note-taking pads/paper
- Pens
- Large Post-its
- Sharpie Pens
- Flip Chart paper
- Flip Chart Markers
- Talking objects

Presenter/Q&A (2 cycles to allow questions on each position separately)

- ❖ Introduce speaker—**Prof Soren Holm** is a medical ethicist at the University of Manchester. Soren will present ethical arguments for patients controlling access to patient records, and ethical arguments for wider use of patient records for the benefit of the public.
- ❖ Speaker presentation
- ❖ *Moderated* Question and Answer session (to encourage brevity in question and response and to provide opportunity to as many panelists as possible)


Deliberation and Report Back (3 small groups of 6)


Project instructions on screen
Give group instructions, one step at a time, to keep groups moving at the same pace.


Small Groups


- ❖ *Think*—What are the key ethical concerns presented by this decision (who might benefit or experience negative consequence)? Write thoughts down, one per card on large record cards
- ❖ *Listen*—(Round Robin with talking object)—one person lay down a card and speak what is written. Others with similar ideas lay them on top, *without discussion*. Continue until all cards are out
- ❖ *Discuss*—How to best describe the concerns that have been identified.
- ❖ *Decide*—Top 3-4 ethical concerns that you will have to wrestle with in order to evaluate the options.

Discussion Instructions

 **THINK**—What are the key ethical concerns presented by this decision (who might benefit or experience negative consequence)? *Write one idea per page.*

 **LISTEN**—Take turns. One person lay a page down and read it. If others have similar, lay it down on top, without conversation.

 **DISCUSS**—How best to describe the concerns you have identified.

 **DECIDE**—The top 3-4 ethical concerns that you will have to wrestle with in order to evaluate the options.

	<p><u>Report Back</u></p> <ul style="list-style-type: none"> ❖ Ask one group for one concern. Post. Do a visual check to see if other groups identified something similar. ❖ Ask a second group for another concern. Post. Do a visual check to see if other groups identified something similar. ❖ Ask the third group for another concern. Post. Do a visual check to see if other groups identified something similar. ❖ Continue until all points are out. ❖ If possible, check in with participants about how they experience thinking about trade-offs, etc. This may be a new and uncomfortable experience. Prompt might be something like asking how the ethical perspective will influence their <i>process</i> of deciding (not asking them for their decision). 			
<p>14:00 15 min.</p>	<p>BREAK</p>			
<p>14:15 45 min.</p>	<p>Identifying Best Reasons Pro and Con</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Process Outline</td> </tr> <tr> <td style="padding: 5px;">Small Groups—Best Reasons Pro and Con (25 minutes)</td> </tr> <tr> <td style="padding: 5px;">Report-Back (20 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pens <input checked="" type="checkbox"/> Large Post-its <input checked="" type="checkbox"/> Sharpie Pens <input checked="" type="checkbox"/> Flip chart paper <input checked="" type="checkbox"/> Flip Chart Markers <p><u>Small Groups—Best Reasons Pro and Con</u></p> <ul style="list-style-type: none"> ❖ Divide into 3 groups of 6 ❖ Once in groups of 6, ask 3 people in each group to raise their hands. Assign these people to think about the position <i>in favor</i> of an NHS body creating new records and assign the other 3 to think about the position <i>opposed</i>. (Remind that we’re still in learning mode, considering alternatives—it’s OK for them to be thinking about a position different from where they’re currently inclined) ❖ Invite each group to review their notes from all presentations and create a list of reasons they have heard that support their assigned position (pro or con). Have group scribe write one reason on each post-it. ❖ Reunite groups of 6 and have one side present their reasons. Check if any of the other 3 want to add additional reasons. Then have the groups rank (sort them in order, then number with # 1 being most persuasive) the reasons. Repeat for the other side. <p><u>Report-Back</u></p> <ul style="list-style-type: none"> ❖ Start with one position (pro or con) ❖ Invite one group to suggest their top reason (check and post if repeated in 	Process Outline	Small Groups—Best Reasons Pro and Con (25 minutes)	Report-Back (20 minutes)
Process Outline				
Small Groups—Best Reasons Pro and Con (25 minutes)				
Report-Back (20 minutes)				

	<p>other groups and note any differing rankings). See if you can get a sense of “best wording” for recording later).</p> <ul style="list-style-type: none"> ❖ Continue asking for ideas, one at a time, from groups until all reasons have been offered. ❖ Repeat for the other position 				
<p>15:00 15 min.</p>	<p>BREAK Somehow capture the results (best wording of each reason)of the preceding in a way that is accessible to participants. A flip chart is minimal. They may also be typed and printed for handout. Enter into word processing program for onscreen editing later.</p>				
<p>15:15 45 min.</p>	<p>Answering the Charge—yes/no for creating records</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Process Outline</td> </tr> <tr> <td style="padding: 2px;">Triads—which way are you leaning and what reasons compel <i>you</i>? (10 minutes)</td> </tr> <tr> <td style="padding: 2px;">Vote (5 minutes)</td> </tr> <tr> <td style="padding: 2px;">Writing (30 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Prepared ballots <input checked="" type="checkbox"/> Pens <p><u>Triads</u></p> <ul style="list-style-type: none"> ❖ Form groups of 3. ❖ Remind the groups of the stepped decision process <ul style="list-style-type: none"> (1) yes or no on creating records? (2) if created, announce and publish plans, or allow patient option? (3) if option is allowed, opt in or opt out? ❖ Invite people to share briefly whether they favor or oppose allowing the NHS body to create records and what reasons are particularly compelling to them personally. (Remind them they are not trying to convince one another, simply trying to share perspectives prior to registering their individual choice.) <p><u>Vote</u></p> <ul style="list-style-type: none"> ❖ Distribute prepared ballots ❖ Vote ❖ Count <p><u>Reasons</u></p> <ul style="list-style-type: none"> ❖ Refer to the previously generated list of reasons for the chosen position(s). ❖ Ask if anyone relied on reasons <i>other than what is posted</i> to guide their decision. If so, add to the list. ❖ Distribute 2 or 3 dots to each person and ask them to get up and place one dot on each of the three reasons that they personally relied on most to guide their decision. (<i>People in favor would dot reasons in favor, people opposed would dot reasons opposed</i>) ❖ On screen, re-order reasons in the order of highest priority in the group. Do a word count and facilitate the group to edit however many reasons may fit into 	Process Outline	Triads—which way are you leaning and what reasons compel <i>you</i> ? (10 minutes)	Vote (5 minutes)	Writing (30 minutes)
Process Outline					
Triads—which way are you leaning and what reasons compel <i>you</i> ? (10 minutes)					
Vote (5 minutes)					
Writing (30 minutes)					

	100-150 words. Based on vote split, use discretion to include recognition of the minority position and reasons.					
16:00 45 min.	<p>Answering the Charge—announce and publish plans, or allow patient option?</p> <table border="1" data-bbox="336 416 1513 633"> <tr> <td data-bbox="336 416 1513 461">Process Outline</td> </tr> <tr> <td data-bbox="336 461 1513 506">Triads (10 minutes)</td> </tr> <tr> <td data-bbox="336 506 1513 551">Report-Back (10 minutes)</td> </tr> <tr> <td data-bbox="336 551 1513 595">Vote (5 minutes)</td> </tr> <tr> <td data-bbox="336 595 1513 633">Writing (20 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Prepared ballots <input checked="" type="checkbox"/> Pens <p><u>Triads</u></p> <ul style="list-style-type: none"> ❖ Form groups of 3. ❖ Remind the groups of where they are in the stepped decision process <ol style="list-style-type: none"> (1) yes or no on creating records? (2) if created, announce or allow patient option? (3) if option is allowed, opt in or opt out? ❖ Invite people to share briefly whether they favor announcement or patient option <i>and their reasons</i> for their choice. Let them know you'll be asking for reasons. <p><u>Report-back</u></p> <ul style="list-style-type: none"> ❖ Use both facilitators—one to collect response and one to scribe—in order to do this as efficiently as possible. ❖ Ask for one reason in favor of announcement. Document in clear, complete sentence. Repeat, asking for <i>different</i> reasons, until all are out (no need to push for a lengthy list here). Enter in computer as well. ❖ Ask for one reason in favor of patient option. Document in clear, complete, sentence. Repeat, asking for <i>different</i> reasons, until all are out (no need to push for a lengthy list here). Enter in computer as well. <p><u>Vote</u></p> <ul style="list-style-type: none"> ❖ Distribute prepared ballots ❖ Vote ❖ Count <p><u>Reasons</u></p> <ul style="list-style-type: none"> ❖ Refer to the previously generated list of reasons for the chosen position(s). ❖ Ask if anyone relied on reasons <i>other than what is posted</i> to guide their decision. If so, add to the list. ❖ Distribute 2 or 3 dots to each person and ask them to get up and place one dot on each of the three reasons that they personally relied on most to guide their decision. (<i>People in favor would dot reasons in favor, people opposed would dot reasons opposed</i>) 	Process Outline	Triads (10 minutes)	Report-Back (10 minutes)	Vote (5 minutes)	Writing (20 minutes)
Process Outline						
Triads (10 minutes)						
Report-Back (10 minutes)						
Vote (5 minutes)						
Writing (20 minutes)						

	<ul style="list-style-type: none"> ❖ On screen, re-order reasons in the order of highest priority in the group. Do a word count and facilitate the group to edit however many reasons may fit into 50-75 words. Based on vote split, use discretion to include recognition of the minority position and reasons. <p><i>ALTERNATE—if only a few reasons (not enough to merit dotting)</i></p> <ul style="list-style-type: none"> ❖ Take the list of suggested reasons and work them into a whole. i.e. ask, “what is the primary statement? which others should be included?, etc.) 			
<p>16:45 15 min.</p>	<p>Wrap-up and Daily Evaluations</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Process Outline</td> </tr> <tr> <td style="padding: 2px;">Process Comments (15 minutes)</td> </tr> <tr> <td style="padding: 2px;">Evaluations (15 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Daily evaluations <input checked="" type="checkbox"/> Pens <p><u>Process Comments</u></p> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid #ccc;"> <p>This may be very brief because participants will have completed <i>content</i> review—so keep this focused on how they felt about the process of being together, practicing guidelines, small group discussions, etc.</p> </div> <ul style="list-style-type: none"> ❖ Dyads—ask people to turn to a neighbor and discuss what the <i>experience</i> of the day has been like for them. We might acknowledge that they have met new people, learned about unfamiliar topics, practiced different ways of talking together. Then invite them to reflect on their experience together. ❖ Whole group—Invite any who wish to share insights that came up for them in the dyads. <p><u>Evaluation</u></p> <ul style="list-style-type: none"> ❖ Explain that daily evaluations are completed (1) to ensure neutrality and lack of bias and; (2) to allow appropriate adjustments in panelists experience. ❖ Distribute evaluations and invite them to complete them. 	Process Outline	Process Comments (15 minutes)	Evaluations (15 minutes)
Process Outline				
Process Comments (15 minutes)				
Evaluations (15 minutes)				
<p>17:00</p>	<p>ADJOURN</p>			

Day #3 (Saturday)

9:15	Registration
9:30 20 min.	Re-Gathering <u>Process Outline</u> Welcome, Announcements, Evaluation check-in (5 minutes) Overview of Day's Agenda (5 minutes) Panelist "check-in" (10 minutes) <u>Welcome and Announcements</u> <u>Review the Day's Agenda (flipchart)</u> <u>Check-in</u> ❖ Triads--Any insights, thoughts, questions come up over night? ❖ Whole group—invite brief sharing what they heard in triads
9:50 50 min	Answering the Charge— opt in or opt out? <u>Process Outline</u> Triads (10 minutes) Report-Back (10 minutes) Vote (5 minutes) Writing (20 minutes) Final paper vote on charge <u>Materials/Supplies</u> <input checked="" type="checkbox"/> Prepared ballots <input checked="" type="checkbox"/> Prepared multiple choice ballot with original wording <input checked="" type="checkbox"/> Pens <u>Triads</u> ❖ Form groups of 3. ❖ Remind the groups of where they are in the stepped decision process (1) yes or no on creating records? (2) if created, announce or allow patient option? (3) if option is allowed, opt in or opt out? ❖ Invite people to share briefly whether they favor opting <u>in</u> or opting <u>out</u> <i>and their reasons</i> for their choice. Let them know you'll be asking for reasons. <u>Report-back</u> ❖ Use both facilitators—one to collect response and one to scribe—in order to do this as efficiently as possible. ❖ Ask for one reason in favor of announcement. Document in clear, complete sentence. Repeat, asking for <i>different</i> reasons, until all are out (no need to push for a lengthy list here). Enter in computer as well. ❖ Ask for one reason in favor of patient option. Document in clear, complete,

	<p>sentence. Repeat, asking for <i>different</i> reasons, until all are out (no need to push for a lengthy list here). Enter in computer as well.</p> <p><u>Vote</u></p> <ul style="list-style-type: none"> ❖ Distribute prepared ballots ❖ Vote ❖ Count <p><u>Reasons</u></p> <ul style="list-style-type: none"> ❖ Refer to the previously generated list of reasons for the chosen position(s). ❖ Ask if anyone relied on reasons <i>other than what is posted</i> to guide their decision. If so, add to the list. ❖ Distribute 2 or 3 dots to each person and ask them to get up and place one dot on each of the three reasons that they personally relied on most to guide their decision. (<i>People in favor would dot reasons in favor, people opposed would dot reasons opposed</i>) ❖ On screen, re-order reasons in the order of highest priority in the group. Do a word count and facilitate the group to edit however many reasons may fit into 50-75 words. Based on vote split, use discretion to include recognition of the minority position and reasons. <p><i>ALTERNATE—if only a few reasons (not enough to merit dotting)</i></p> <ul style="list-style-type: none"> ❖ Take the list of suggested reasons and work them into a whole. i.e. ask, “what is the primary statement? which others should be included?, etc.) <p><u>Final response to Question # 1</u></p> <ul style="list-style-type: none"> ❖ Distribute prepared form. Allow time to complete them, then collect. 					
<p>10:40 15 min.</p>	<p>BREAK</p>					
<p>10:55 65 min</p>	<p>Who Should Access—Scenario # 1</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Process Outline</td> </tr> <tr> <td style="padding: 5px;">Individuals read Group A (5 minutes)</td> </tr> <tr> <td style="padding: 5px;">Developing points (30 minutes)</td> </tr> <tr> <td style="padding: 5px;">Modeling role-play (15 minutes)</td> </tr> <tr> <td style="padding: 5px;">Instructions/organize for after lunch (15 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Crib sheets—edit into worksheets (list arguments in favor/drawbacks) <input checked="" type="checkbox"/> Flip Chart sheets <input checked="" type="checkbox"/> Markers <p><u>Individual Reading</u></p> <ul style="list-style-type: none"> ❖ Explain that you are doing a whole-group exercise that they will replicate in small groups. ❖ Distribute the crib sheet for the first scenario 	Process Outline	Individuals read Group A (5 minutes)	Developing points (30 minutes)	Modeling role-play (15 minutes)	Instructions/organize for after lunch (15 minutes)
Process Outline						
Individuals read Group A (5 minutes)						
Developing points (30 minutes)						
Modeling role-play (15 minutes)						
Instructions/organize for after lunch (15 minutes)						

- ❖ Invite people to read the sheet individually.

Developing Points

- ❖ As a whole group, facilitate identification of main points in favor of this group having access.

Probably some free sharing without charting (except maybe on a pad), then ask them to help identify key points.

Chart the key points (model what you want them to do in presentation)

- ❖ As a whole group, facilitate identification of main points challenging this group's having access.

Likely need to work with the prompts on the crib sheet and evoke/model this kind of thinking with the group.

After some conversation, ask them to help you chart the key points.

Modeling Role Play

- ❖ Explain that you hope each small group will select some representatives to role-play the position and that you will demonstrate what that might be like.
- ❖ Each moderator take a role and walk through the charts. Try to model a little bit of exchange/conversation between positions after the review of points.
- ❖ Imagine what answers to drawbacks

Instructions for post-lunch

- ❖ Review what will happen after lunch

Instructions

In 3's—discuss and identify the main points in favor of your assigned position. Write a summary of key points on a flip chart page.

Each group of 3—present your list to the other

As a group of 6—think about how to present this material and decide who will do the role play. Non-role players, be prepared to support role players with your perspectives, if needed.

- ❖ Assign groups to working location and instruct them to return there after lunch

12:00 45 min.	LUNCH			
12:45 60 min	<p>Who Should Access—Scenarios B-D—Small Groups</p> <table border="1" data-bbox="336 405 1513 539"> <tr> <td data-bbox="336 405 1513 450">Process Outline</td> </tr> <tr> <td data-bbox="336 450 1513 495">Small Groups (25 minutes)</td> </tr> <tr> <td data-bbox="336 495 1513 539">Report Back/feedback (35 minutes)</td> </tr> </table> <p><u>Materials/Supplies</u></p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Crib sheets—edit into worksheets (list arguments in favor/drawbacks) <input checked="" type="checkbox"/> Flip Chart sheets <input checked="" type="checkbox"/> Markers <p><u>Small Groups</u> (3 groups of 6)</p> <ul style="list-style-type: none"> ❖ Form 3 groups of 6 people each. ❖ Distribute 3 of the remaining crib sheets (have them pre-collated, 6 of each different example, for quick distribution. A distinct set goes to each group.) ❖ Ask 3 people in each group to raise their hands. These are the people who will make the case <i>for</i> access. The other three will plan the challenge. ❖ Allow 10 minutes for each group of 3 to plan their main points and record them on a flip chart page. ❖ Allow 10 minutes for the groups of 3 to share their thinking, with each side thinking how to strengthen the case of the other, and imagining how objections might be answered. ❖ Allow 5 minutes for groups to decide who/how they will present their material and prepare the flip chart with basic content. <p><u>Report-back</u></p> <ul style="list-style-type: none"> ❖ Take 10-12 minutes for each presentation brief discussion. Post flip charts for later reference. ❖ In the discussion, <ul style="list-style-type: none"> ➢ Invite brief additional support and/or challenge from the large group and invite the group presenting to respond ➢ invite listeners to indicate which way they lean and why. Try to alternate speakers between those who favor and oppose the proposal under consideration. 	Process Outline	Small Groups (25 minutes)	Report Back/feedback (35 minutes)
Process Outline				
Small Groups (25 minutes)				
Report Back/feedback (35 minutes)				
13:45 15 min.	BREAK			
14:00 60 min.	<p>Who Should Access—Scenarios E-G—Small Groups</p> <table border="1" data-bbox="336 1850 1513 1984"> <tr> <td data-bbox="336 1850 1513 1895">Process Outline</td> </tr> <tr> <td data-bbox="336 1895 1513 1939">Small Groups (25 minutes)</td> </tr> <tr> <td data-bbox="336 1939 1513 1984">Report Back/feedback (35 minutes)</td> </tr> </table>	Process Outline	Small Groups (25 minutes)	Report Back/feedback (35 minutes)
Process Outline				
Small Groups (25 minutes)				
Report Back/feedback (35 minutes)				

	<p>Materials/Supplies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Crib sheets—edit into worksheets (list arguments in favor/drawbacks) <input checked="" type="checkbox"/> Flip Chart sheets <input checked="" type="checkbox"/> Markers <p><u>Small Groups</u> (3 groups of 6)</p> <ul style="list-style-type: none"> ❖ Form 3 groups of 6 people each. ❖ Distribute 3 of the remaining crib sheets (have them pre-collated, 6 of each different example, for quick distribution. A distinct set goes to each group.) ❖ Ask 3 people in each group to raise their hands. These are the people who will make the case <i>for</i> access. The other three will plan the challenge. ❖ Allow 10 minutes for each group of 3 to plan their main points and record them on a flip chart page. ❖ Allow 10 minutes for the groups of 3 to share their thinking, with each side thinking how to strengthen the case of the other, and imagining how objections might be answered. ❖ Allow 5 minutes for groups to decide who/how they will present their material and prepare the flip chart with basic content. <p><u>Report-back</u></p> <ul style="list-style-type: none"> ❖ Take 10-12 minutes for each presentation brief discussion. Post flip charts for later reference. ❖ In the discussion, <ul style="list-style-type: none"> ➢ Invite brief additional support and/or challenge from the large group and invite the group presenting to respond ➢ invite listeners to indicate which way they lean and why. Try to alternate speakers between those who favor and oppose the proposal under consideration. 			
<p>15:00 15 min.</p>	<p>BREAK</p> <p>Tell people they will be indicating their preference after the break and encourage them, to review the posted flip charts if they have time.</p>			
<p>15:15 60 min.</p>	<p>Who Should Access—Deliberation and Response</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Process Outline</td> </tr> <tr> <td style="padding: 5px;">Voting (15 minutes)</td> </tr> <tr> <td style="padding: 5px;">Reasons (45 minutes)</td> </tr> </table> <p>Materials/Supplies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Dots (sets of 7 prepared with numbers) <input checked="" type="checkbox"/> On-screen recording <input checked="" type="checkbox"/> Record Cards (optional) <input checked="" type="checkbox"/> Sharpie Pens (optional) <p><u>Voting</u></p>	Process Outline	Voting (15 minutes)	Reasons (45 minutes)
Process Outline				
Voting (15 minutes)				
Reasons (45 minutes)				

	<ul style="list-style-type: none"> ❖ Give each person a set of 7 dots. Each person’s set should be numbered a set of seven “1’s”, seven “2’s”, seven “3’s” etc. Explain the numbers have no significance, other than to be able to demonstrate that no one put multiple dots on one choice. ❖ Ask them to walk around to review the array of options and place one dot on each group that they believe should have access to the records, if created. <p><u>Reasons</u></p> <ul style="list-style-type: none"> ❖ <i>This will require some in-the-moment adaptation, depending on how the results turn out. This is a possible scenario</i> ❖ Take a moment to review the results, perhaps moving those that were approved and disapproved into two separate groups. Ask if the group can identify common threads in those that were approved (and perhaps those disapproved). No need to record these. ❖ 2 alternatives, depending on likely complexity of reasons— <ul style="list-style-type: none"> --If it will be relatively simple, invite suggested reasons to be recorded on screen and then facilitate to a brief summary of reasons. --If it is more complex (and/or if you have extra time), use large Post-its and ask people to write their reasons for choosing the options they did, one per card. Invite people to read cards, one at a time, and post, grouping similar themes in order to create the basis for their explanation. 						
<p>16:15 45 min.</p>	<p>Wrap-up and Final Surveys</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">Process Outline</td> </tr> <tr> <td style="width: 20px;"></td> <td>Closing Circle</td> </tr> <tr> <td></td> <td>Complete Final Survey</td> </tr> </table> <p><u>Closing Circle</u></p> <ul style="list-style-type: none"> ❖ Invite each juror, in turn, to share (or pass) what they are taking away from the experience and/or whatever they would like to share with fellow jurors to feel “complete” as the experience comes to a close. <p><u>Final Surveys</u></p> <ul style="list-style-type: none"> ❖ Distribute final and complete final surveys. 	Process Outline			Closing Circle		Complete Final Survey
Process Outline							
	Closing Circle						
	Complete Final Survey						
<p>17:00</p>	<p>ADJOURN</p>						