

CAIPER Interprofessional By Design® Tool
 Training Strategies for Engagement

Snapshot Menu

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Jigsaw Case Studies	To gain an understanding of a topic and initiate discussion from diverse points of view.
Rotation Brainstorming	To secure a working understanding of a topic with a fast-moving, interactive exercise.
Habits	To identify good habits of a particular role or practice.
Starter Quiz	To introduce a topic that the group will develop or discuss in some detail.
Interprofessional Team Norms	To identify interprofessional skills that support team success.
Fill in the Blanks	To focus thinking and identify key ideas.
Situation Brainstorming	To stimulate new thinking, best practices, and mutual team support.
Thirty-Five for Debriefing	To reflect on an earlier experience and identify important lessons learned.
The Artful Closer	A debriefing activity to reflect on a common experience and share insights.



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Descriptions and Notes

Jigsaw Case Studies	
Objective	To gain an understanding of a topic and initiate discussion from diverse points of view.
Description	<p>Divide into small discussion groups. Each small group receives a short case study. A volunteer in each group reads the case study aloud. Then each group discusses the key points. After a set amount of discussion time, each group writes a discussion question to be addressed by the full workshop group.</p> <p>Have one person from each group use his or her discussion question to facilitate a discussion station. The small group questions are read to the full group and then participants move to a discussion station that interests them. Participants then engage with two case studies—one in their original group and another at the discussion station that they attend.</p> <p>With this exercise participants can quickly get a multidimensional view of what other professionals are saying about the topic. At its conclusion, the facilitator can use the discussions as a springboard to his or her own material on the topic.</p>
Notes	<p>Timing is very important. The facilitator needs to cut discussion time before it draws out too long but <u>not</u> cut it so early that the discussions fail to mature.</p> <p><i>This activity is a variation on Jigsaw Readings by Tom Siebold.</i></p>

Rotation Brainstorming	
Objective	To secure a working understanding of a topic with a fast-moving, interactive exercise.
Description	<p>List three to five broad questions or statements about the topic. Place a flip chart for each question strategically around the workshop room (allow enough space for movement and small group discussion). Divide the participants into small groups, one for each question, and place them at the different flip chart stations. Each group responds to the question by writing down three of their best ideas. At the signal of the facilitator (blink the lights), groups rotate to the next station and add three more key points to the previous group.</p> <p>After groups rotate through all the stations, they end up where they started. Here they review all the responses and identify the three to five best responses. The facilitator then asks each group</p>



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	to present their conclusions to the full group. The facilitator can use this information to focus on key learning strategies and content.
Notes	Timing is very important. The facilitator needs to keep groups moving between charts. It is also vital that the facilitator select station questions that are discussable and lend themselves to a variety of responses. <i>Activity developed by Tom Siebold.</i>

Habits																												
Objective	To identify good habits of a particular role or practice (for example, “communicators” or “interprofessional team members”).																											
Description	<p>In this activity, pairs or small groups explore different dimensions of the chosen topic by listing both bad and good habits for each. Have the participants define and discuss each of the listed practices and then complete the chart below.</p> <p>For example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Communication Practice</th> <th>Bad Habits</th> <th>Good Habits</th> </tr> </thead> <tbody> <tr> <td>1. Listening</td> <td></td> <td></td> </tr> <tr> <td>2. Reading people</td> <td></td> <td></td> </tr> <tr> <td>3. Delivery style or attitude</td> <td></td> <td></td> </tr> <tr> <td>4. Paying attention</td> <td></td> <td></td> </tr> <tr> <td>5. Asking questions</td> <td></td> <td></td> </tr> <tr> <td>6. Message responsibility</td> <td></td> <td></td> </tr> <tr> <td>7. Message clarity</td> <td></td> <td></td> </tr> <tr> <td>8. Adjusting the message to the audience or situation</td> <td></td> <td></td> </tr> </tbody> </table>	Communication Practice	Bad Habits	Good Habits	1. Listening			2. Reading people			3. Delivery style or attitude			4. Paying attention			5. Asking questions			6. Message responsibility			7. Message clarity			8. Adjusting the message to the audience or situation		
Communication Practice	Bad Habits	Good Habits																										
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Notes	To make this activity work, the facilitator should spend some time defining the communication practices, or chosen topic, before they ask participants to work on their own. <i>This activity is a variation on Communication Habits by Tom Siebold.</i>																											



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Starter Quiz	
Objective	To introduce a topic that the group will develop or discuss in some detail.
Description	<p>Write ten objective questions that focus on some important elements that are connected to the topic under exploration. These should be straightforward questions that are intended to provoke topic awareness. They should not be written to “stump” the participants.</p> <p>Before reading the questions (or handing out the quiz) be careful to explain to the group that no one will see their answers. The quiz is intended to introduce the topic, not to embarrass anyone.</p> <p>Try to include a few humorous questions to keep the quiz light and non-threatening. Also make sure that the questions are such that everyone will get at least half of them correct. After all, the goal is to stimulate participation, not discouragement.</p> <p>After giving the correct answers, bridge to an opening discussion or content presentation.</p>
Notes	<p>Best to keep this exercise relatively short, with a maximum of ten questions.</p> <p><i>Activity developed by Sara Carney.</i></p>

Interprofessional Team Norms	
Objective	To identify interprofessional skills that support team success.
Description	<p>Divide into small groups. Each group should have a Team Interaction Chart (see below). The groups are directed to do four tasks:</p> <p>A. Make a list of key interprofessional skills that teams must practice in order to be successful (one example is listed on the Chart).</p> <p>B. From the skills listed in column one on the Chart, the group should write three core team interaction norms (one example is given on the Chart).</p> <p>C. Have the group brainstorm to identify things that individuals can do to practice or reinforce each norm.</p>



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D. Have a spokesperson share the small group's interprofessional norms with the full group. From the norms presented, the full group can compile a master list of team interprofessional norms. This list can be printed and given to all team members.

Team Interaction Chart

Key Interprofessional Skills	Norms	Some things to work on
<i>Example: "Recognize one's limitations in skills, knowledge, and abilities."</i>	<i>"Ask questions when you don't know something"</i>	<i>"Don't make assumptions when you are unsure."</i>
1.		
2.		
3.		
4.		

Notes

It is always a challenge to translate training content into actual behavior change. This activity moves from brainstorming to concrete behavior.

This activity is a variation on Interpersonal Team Norms by Tom Siebold.

Fill in the Blanks

Objective

To focus thinking and identify key ideas.

Description

Have participants individually complete the fill-in-the-blanks card (see sample below). Then have them meet in small groups of five to seven and pass the completed cards around the group. Once all the cards have been read, they should reach consensus and complete a group card that selects their best responses. These cards are shared with the full group.

This is a good way to identify ideas that are important to the group.



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	<p>Sample card</p> <p>“Thinking about Teams”</p> <p>The main benefit of teams is _____.</p> <p>One important reason teams make sense for an organization is _____.</p> <p>In order for a team to work the team leader must _____.</p> <p>The number one thing that weakens teams is _____.</p> <p>The key factor for a team’s success is _____.</p> <p>In order to make a team effective, team members must agree to _____.</p> <p>An important indicator of team empowerment is _____.</p>
<p>Notes</p>	<p>Use fewer questions to keep the exercise short.</p> <p><i>Activity developed by Tom Siebold.</i></p>

<p align="center">Situation Brainstorming</p>	
<p>Objective</p>	<p>To stimulate new thinking, best practices, and mutual team support.</p>
<p>Description</p>	<p>In this activity team members bring to the team a “real work situation” that they have recently encountered. One at a time, members relate their situation as objectively as they can, being careful not to reveal how they handled it. After each example the full team brainstorms for strategies asking themselves “What would be the best way to deal with this situation?”</p> <p>This activity should help the group to formulate best practices and draw to the surface core team values.</p>
<p>Notes</p>	<p>The team may divide into pairs to do this situation exchange. Can also stretch this activity out over several sessions by doing only one or two situations a time.</p> <p><i>Activity developed by Tom Siebold.</i></p>



Thirty-Five for Debriefing



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Objective	To reflect on an earlier experience and identify important lessons learned.
Description	<p>Participants reflect on an earlier experience and identify important lessons they learned. They write one of these lessons as a brief item. The winner in this activity is not the best player, but the best lesson learned.</p> <p>Brief participants. Ask participants to recall an earlier experience. Have each participant write an item on an index card that captures an important lesson learned from this experience. Instruct participants to keep the item short, specific, clear, and legible. Ask for an example to illustrate the item. Announce a suitable time limit.</p> <p>After 3 minutes, blow the whistle or flick the lights. Ask participants to review their idea silently, emotionally detach themselves from it, and then get ready to launch it into the world.</p> <p>Switch items. Ask participants to their turn cards down to hide the item. When you blow the whistle, participants are to stand up, walk around, and exchange the cards with each other. Participants should not read the items on the cards they receive but should immediately exchange it with someone else. They should continue doing this until you blow the whistle again.</p> <p>Find a partner. Blow the whistle to begin the exchange process. After about 20 seconds, blow the whistle again to stop the process. Ask participants to stop moving and to pair up with any other nearby participant.</p> <p>Compare and score. Ask each pair of participants to review the two items on the two cards they have. They should distribute seven points between these two items (no fractions or negative numbers) to reflect their relative merit. Participants should write these numbers on the back of the cards.</p> <p>Conduct the second round. After a suitable pause for scoring, blow the whistle again and ask participants to repeat the process of moving around and exchanging cards. When you blow the whistle again, participants stop moving, find a partner, compare the two items on their cards, and distribute seven points. The new score points should be written below the previous ones.</p> <p>Conduct three more rounds. Tell participants that you will be conducting three more rounds of the activity. Suggest to participants that they should maintain high levels of objectivity by disregarding earlier numbers and by keeping a poker face when they have to comparatively evaluate the item they themselves wrote.</p> <p>Count down to the winning items. At the end of the fifth round, ask participants to return to their seats with the card they currently have. Ask them to add the five score points and write the total. After a suitable pause, count down from 35. When a participant hears the total on the card, he or</p>



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	<p>she should stand up and read the item on the card. Continue this process until you have identified the top 5-10 items.</p> <p>Discuss the items. Briefly comment on the top items and invite participants to make their comments.</p>
Notes	<p>This activity takes 15-30 minutes and is suitable for any number of participants.</p> <p>Optional follow up: Thank participants for generating the items and evaluating them. Tell them that you will type up a complete set of items and distribute them either through regular mail or e-mail. (Be sure to follow up on this promise!)</p> <p><i>Developed by The Thiagi Group.</i></p>

The Artful Closer

Objective	A debriefing activity to reflect on a common experience and share insights.
Description	<p>This activity begins with reflection, proceeds through nonverbal communication, and ends in a discussion.</p> <p>You can use it to debrief participants after an experiential activity. You may also use it as the final activity at the end of a workshop. You may even use it as an opening ice-breaker by asking participants to think about common personal experiences.</p> <p>Form teams. Divide participants into equal-sized teams of 4 to 6 members each. Seat team members around a table.</p> <p>Review the experience. Specify a common experience. Ask participants to silently think back on what happened during that experience. Invite them to close their eyes and visualize the highlights of the event. After a suitable pause, ask participants to silently focus on one or more lessons they learned from the experience.</p> <p>Distribute supplies. Place sheets of drawing paper and boxes of crayons in the middle of each table. Ask each participant to take a sheet of paper and to share the crayons.</p> <p>Time to draw. Invite participants to draw an abstract picture that captures the essence of major insights from the experience. Discourage them from focusing on artistic quality and encourage them to flow with their intuitive thoughts and feelings. Announce a 5 to 10-minute time limit for this artistic activity.</p>



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	<p>Time to stop. At the end of 5 to 10 minutes, blow the whistle and ask participant-artists to stop their activity. Reassure them that it does not matter if their artwork is not yet complete.</p> <p>Interpret other people's pictures. At each table, ask participants to take turns holding up the picture. While doing this, ask each person to perform the difficult task of keeping her mouth shut. Invite other participants around the table to treat the picture as a Rorschach inkblot and report what they see in it. It is not necessary that participants take turns in presenting their interpretation. Anyone may call out her insights whenever she feels inspired.</p> <p>Interpret your own picture. After all pictures have been interpreted, ask the table teams to repeat the process. This time, however, each person should hold up the picture and describe what insights she meant to convey.</p> <p>Debriefing</p> <p>After the sharing of insights, encourage a discussion at each table. Use questions similar to these to structure this discussion:</p> <ul style="list-style-type: none"> • What insights were the most frequently mentioned? • What insights were unexpected and unique? • What was the most powerful insight that affected you? • How do you expect this insight to change your future behavior?
<p>Notes</p>	<p>This activity takes 20-45 minutes. It is suitable for any number of participants, but best for 8-30.</p> <p>Supplies: large sheets of drawing paper, crayons, timer, whistle.</p> <p><i>Developed by The Thiagi Group.</i></p>

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