PlayDecide: CLARITY

Collaborative **L**earning to enhance **A**wareness of **R**oles in **I**nterprofessional **T**eams supporting older people in the community (CLARITY)

Facilitators Guide

Purpose of this Guide

This PlayDecide: CLARITY Facilitator's Guide is designed to help you confidently plan and run a PlayDecide discussion session with interprofessional teams.

It provides step-by-step instructions, suggested scripts, and practical prompts to guide participants through a structured conversation about roles, scope of practice, boundaries, and interprofessional collaboration.

You don't need to be a content expert to facilitate a session. Your role is to support open dialogue, equal participation, and reflection, helping the group make visible the often unseen dynamics of teamwork and role evolution.

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SECTION 1: INTRODUCTION AND OVERVIEW

What is PlayDecide?

PlayDecide is a card-based game used internationally to support discussion amongst groups. It provides a simple structure where participants read short, real-world stories, share perspectives and reflect together. The format encourages equal participation and dialogue, helping groups explore strengths and issues, share perspectives and generate ideas without needing to reach a right or wrong final answer.

PlayDecide: CLARITY Game

- CLARITY was co-designed with ICPOP Community Specialist Teams, older people, and their families.
- It uses real-world experiences to create stories that spark authentic reflection and dialogue.

What the game focuses on

- Role awareness, role clarity and how role evolution in interprofessional teams.
- Building skills in listening, reflecting and communicating roles and responsibilities, scope of practice and boundaries.
- Dialogue and reflection as tools for collaboration.

Why this game matters

- Working well together as an interprofessional team does not happen automatically, it takes time, dialogue and ongoing reflection.
- This game creates space for teams to openly talk about their professional roles and responsibilities, boundaries and scope of practice.

Through this game participants will:

- **Communicate and reflect** on their roles and responsibilities and how they are understood within the team.
- **Listen and learn** from perspectives of other team members and disciplines.
- **Discuss and evaluate** where roles overlap, adapt or evolve in practice.
- **Generate and propose** ideas and actions that support ongoing role clarity and strengthen evolving roles and professional identities within the team and across the system.
- **Appreciate and apply** understanding of different roles to identify opportunities that strengthen collaboration.

SECTION 2: BEFORE PLAYING THE GAME

Facilitator Role

The facilitator is not a teacher or content expert. They encourage dialogue and support discussion.

Their main responsibilities are:
- Explain the rules and purpose of the game clearly.
- Keep the group on track.
- Ensure everyone has a chance to participate and contribute.
- Manage time.

Participants

- Any member of the interprofessional team can take part.
- The game works best with a mix of disciplines.

Group Size

- 4-6 participants per group.
- One facilitator per group.

Game Duration

- Full Game (60- 90 minutes)
- Quick Game (40-60 minutes)

Game Themes

| IDENTITY WITHIN THE TEAM | CAPACITY BUILDING AND LEARNING | ROLE EVOLUTION AND GROWTH |

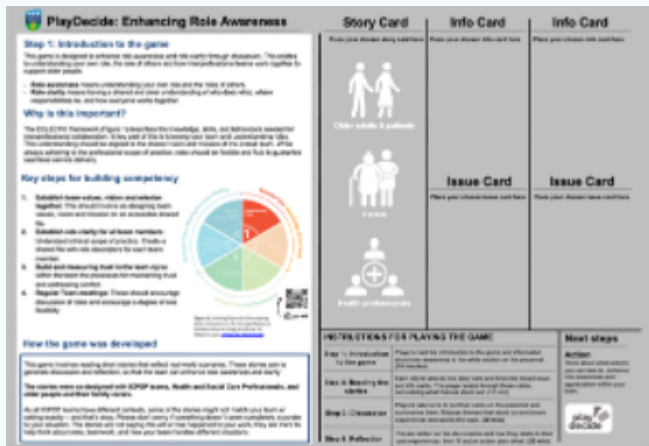| POWER DYNAMICS | OLDER PERSONS AND FAMILY PERSPECTIVES |

Format

- Story cards are organised around the five themes below. Facilitators can decide in advance whether participants will:
  - 1) Explore all themes
  - 2) Focus on one or several themes in more depth

SECTION 3: PERPARATION MATERIALS

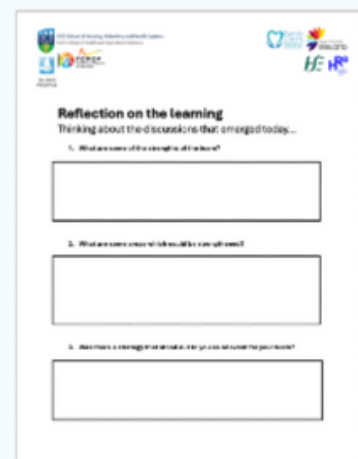**Placemats :** One for each participant

Instructions and Guidelines: One for each participant

Story cards : featuring short scenarios based on real-world experiences of practitioners and patients (one set of cards for each group

Reflection sheets: to record participant feedback from the game. One for each participant

Issue cards: highlight relevant issues to practitioners and patients and aim to spark deeper reflection and discussion (one set of cards for each group of participants)

Info cards: add context specific to ICPOP, roles and responsibilities and scope of practice (one set of cards for each group of participants).

SECTION 4: SETTING UP THE GAME

Confirm format and timing and then set up the room

- Decide on full game or quick game
- Confirm whether you will use all five themes or one/ several.

1 **Environment**
Set up tables and chairs to allow small groups of 4-6 players to talk without disrupting each other.

2 **Table**
Put one placemat, guidelines and a reflection sheet at each seat, with a pen and sticky notes.

3 **Story, Info and Issue Cards**
Set this up according to whether you focus on all themes, or selected themes.
- **1) All themes:** Lay out all the story cards in the centre of the table and make all issue cards, and info cards accessible.
- **2) Selected theme(s)**: Lay out the story cards from the selected themes and their linked info and issue cards (these can be found on the bottom of the story card).

4 **Flipcharts/ Whiteboard: Create three clearly labelled areas:**
- 1) Strengths
- 2) Practical Ideas/ Strategies
- 3) Agreed next steps (optional).

5 **Timer** or a clock
have a visible timer or clock to help manage time.

INTRODUCTION AND WELCOME

1. Welcome

Emphasise that these discussions are considered private and will not be shared outside of this game session.

2. Overview of the game

- This session is focused on role awareness and role clarity.
- It was co-designed with ICPOP teams, older people and their families.
- the game involves reading short stories that reflect real-world scenarios.-
- These stories aim to spark discussion and reflection.

3. Purpose

- This session gives time and space to reflect on our own roles, appreciate the strengths of the team, and work together to consider ideas that might strengthen how we collaborate.
- We will explore scopes of practice, professional boundaries, where responsibilities lie and how roles evolve through working together.

4. . Why this matters

- Even when we know our roles well, taking time to reflect and share builds mutual understanding and strengthens appreciation across the team.
- It also helps to consider how professional roles, boundaries and expertise, are perceived and communicated within the team and across the wider community and system.

5. Key reminder for participants

- Even when we know our roles well, taking time to reflect and share builds mutual understanding and strengthens appreciation across the team.
- It also helps to consider how professional roles, boundaries and expertise, are perceived and communicated within the team and across the wider community and system.

6. What we will do today

- Read the story cards on the table and discuss the themes from the story with the group.
- Reflect individually on team strengths and opportunities to strengthen collaboration.
- Bring ideas together as a group.
  - Sometimes discussion sparks innovation, we will take a moment at the end to consider whether there are 1-2 next steps we would like to take forward (Optional).

SECTION 5: RUNNING THE SESSION (GAME FLOW)

STORIES, DISCUSSION AND REFLECTION

1. Select and read the stories

- Read through the story cards on the table and select one.
- Find the linked information and issue cards.

PROMPT

"As you read, think about how the story relates to professional roles, boundaries or scope of practice. Notice where roles expand, overlap or evolve, and think about your own experiences."

2. Group Discussion

- Each person summarises their story card and key themes
- Share experiences and perspectives

PROMPT

- *What stood out to you about roles an responsibilities in this story?*
- *Where do roles overlap or push against boundaries*
- *How might roles adapt or evolve in practice*
- *What supports or hinders role clarity here?*

3. Individual Reflection

Participants use the reflection sheet to note:
- Strengths of the team.
- Practical ideas/ strategies to strengthen collaboration.

PROMPT

Think about what you heard in the discussion, what are the strengths of this team and what opportunities exist to strengthen role awareness, clarity, evolution and collaboration, whether that is in this team, the organisation or wider system.

4. Share and Collect Ideas

- Participants share their reflections
- Document these on a flip chart or whiteboard under strengths and ideas/ strategies.

PROMPT

Lets hear the key strengths and ideas from your reflections.
What themes are emerging across the group?

5. Next steps (Optional)

- Decide on 1-2 clear actions to take forward
- Record these on the 'our agreed next steps' flip chart.

PROMPT

This game is about creating space for reflection and dialogue. However sometimes these conversations spark ideas or opportunities. Looking at what we have discussed, is there anything you feel would be worth taking forward as a next step?

SECTION 6: AFTER THE GAME

Closing the discussion

- Thank participants for their time and openness
- Acknowledge the strengths and ideas shared.
- Remind participants the purpose of the game was dialogue and reflection, not producing a formal output.

Feedback or follow up

- If next steps were agreed, clarify how these will be shared (within the team, with management, other teams in the system, or noted for future discussion.)
- If no next steps, re-emphasise the value of dialogue and how it is sometimes invisible in how it helps us to learn about one another more.

Reflection for the facilitator

- Note what worked well and any challenges in facilitation.