

SAMPLE CME LANGUAGE

For Respecting Choices® First Steps® Facilitator Course

Educational Gap

There is a gap in communication and interview skills necessary to assist individuals to make informed healthcare decisions about end of life care. The Patient Self-Determination Act and subsequent engagement with individuals about the importance of making goals of care known to help direct care has not made a significant difference in motivating individuals to do so with written documents or to have advance care planning discussions with their loved ones and care providers. Motivational interviewing techniques and communication skills are not routinely part of professional education. Other issues related to such conversations, such as conflict resolution, facilitation and communication strategies are also not learned in a formal way. As a result, members of the health care team do not feel adequately prepared to engage patients in meaningful discussions to help them identify their own goals, values and preferences to ensure that clinical interventions align with the patients' wishes if the time comes when they are unable to make their own decisions. Organizations often do not use a standardized, research-based way to engage patients in ACP conversations in routine care.

Needs Assessment

Knowledge: Learners need to understand the role of the Facilitator and the basic structure and strategies used in facilitating conversations about advance care planning.

Competence: Learners need to gain general interview skills and communication techniques to use during a facilitated conversation. Learners need strategies to help individuals through the steps of understanding, reflection, and discussion of personal goals, values, and preferences. Learners need strategies to motivate patients to select and prepare a healthcare agent.

Performance: Learners need to practice facilitating advance care planning conversations in an environment where they can receive feedback and guidance from their peers and experienced Instructors.

Learning Objectives

- Outline the differences between the four First Steps Facilitator scripts, including when to use each version based on a patient's circumstances and needs.
- Review the general interview skills and outline how to use them in conjunction with the ACP scripts
- Identify the ACP themes that come during the ACP conversation and assist patients to translate them into informed treatment decisions.
- Practice using all the newly acquired skills and tools in multiple role-playing activities, and ultimately demonstrate a basic level of competency during the final role-play activity

Target Audience

The target audience for this event includes any healthcare professionals, administrative staff,

volunteers and community members who are interested in gaining effective communication and interview skills for person-centered ACP facilitation.

Agenda

8:00 – 9:30 AM	Course Overview and Review of First Steps ACP Facilitation Skills
9:30 – 9:45 AM	Break
9:45 – 10:30 AM	Practice Role Play Activity
10:30 – 11:15 AM	Review of ACP Facilitation Skills
11:15 AM – 12:15 PM	Lunch
12:15 – 1:00 PM	Practice Role-Play Activity
1:00 – 1:15 PM	Debrief: What Skills Did You Learn?
1:15 – 1:30 PM	The Personal Engagement Activity
1:30 – 2:15 PM	Create Strategies to Communicate the Plan
2:15 – 2:30 PM	Break
2:30 – 3:00 PM	Making ACP Work: What the Facilitator Needs to Know
3:00 – 4:00 PM	Final Competency Role Plays
4:00 – 4:30 PM	Summary and Evaluation

Educational Formats

Didactic: reach large audience of learners at the same time.

Simulation/Skill-based Training/Role-playing: These sessions will provide each attendee with multiple opportunities to role-play as the facilitator using each of the scripts. Other attendees will simulate being a patient and a health care agent. The person role-playing as the “facilitator” will use the skills they were trained on throughout the session. At the end of the day, each attendee demonstrates a basic-level of competency in a final role-play activity.

Small group discussions: encourage peer-to-peer learning and a more interactive experience than a didactic lecture alone. Following each role-playing session, small groups (3-4 people) will provide constructive feedback on how to improve their facilitation skills.

Desirable Physician Attributes

ACGME/ABMS Competencies: professionalism, systems-based practice.

IOM Competencies: provide patient-centered care, work in interdisciplinary teams, employ evidence-based practice.

Interprofessional Education Collaborative Competencies: values/ethics for interprofessional practice, roles/responsibilities, interprofessional communication, teams and teamwork.

Reinforcing Strategies

Monthly educational webinars provide attendees with the opportunity to further develop particular skills such as: reviewing a completed advance directive for completeness and accuracy; facilitating conversations with couples, patients with pre-dementia and groups; providing patients with education on CPR outcomes; and ensuring culturally sensitive conversations to every patient.