# SMALL GROUP ACTIVITY:GIVING FEEDBACK DURING ROLE-PLAY EXERCISES

**Description of this Small Group Activity**

Each Instructor candidate will be given the opportunity to observe a 12-minute First Steps® (FS) ACP conversation, provide real-time feedback, and document and summarize his/her observations.

**Instructions**

1. **Provide instructions on your role as Instructor during the role-play exercise.**

“*This role-play demonstration will give you an opportunity to practice the use of the Conversation Guide and integrate the communication skills and techniques to promote discussion. I will be observing and providing “real-time” feedback. I will only interrupt the role-play briefly for what are “teachable moments,” such as reminding you to use the questions as written on the Conversation Guide, or to explore the meaning of words and phrases. We can discuss your questions at the end of the role-play. What you will learn today will help you with your ongoing mastery of these skills. Be open to learning from each other.*

*At the end of the time-limited role-play, I will provide a summary of my observations.”*

1. **Provide instructions to role-players**

*“You will play the roles of Facilitator, individual seeking assistance with ACP, and the selected healthcare agent. You will use the standardized responses on your role-play sheet. Please only give one answer at a time. You may need to ad lib responses but try to keep your responses simple.”*

1. **Document your observations on the *Facilitator Competency Documentation Tool* (RC 1111) for the selected part of the FS conversation being demonstrated.**
2. **Provide “real-time” feedback during the role-play exercise, i.e., “teachable moments.”**
	* Facilitator is not following the Conversation Guide. (Instructor says, *“Please use the questions as written.”*)
	* Facilitator is missing opportunities to explore the meaning of words and phrases. (Instructor demonstrates by asking role-player, *“Tell me what you mean by ‘being a burden’?”*)
	* Facilitator misses an opportunity to use the teach-back technique to assess for understanding when new information is provided. (Instructor says, *“Tell me in your own words what you now understand about\_\_\_\_\_\_.”*)
	* Facilitator is using value-laden words or phrases. (Instructor labels the word or phrase as value-laden and demonstrates optional language.)
3. When the role-play time is finished
	* Ask the Facilitator for a self-assessment (if time allows)
	* Summarize your observations by providing:
* One or two positive feedback observations,
* Two examples of the effective use of communication skills or techniques,
* One example of a missed opportunity, if it exists, and
* One example of a critical-thinking opportunity, if it exists.

FIRST STEPS (FS) ACP FACILITATOR COMPETENCY DOCUMENTATION TOOL

**Purpose: 1. To document FS Facilitator Certification**

 **2. To document renewal of FS Facilitator Certification**

 **3. To monitor fidelity**

**Date:**

**Facilitator Name:**

**Instructor/Observer:**

**Conversation Guide Used: c** FS for Adults who have not planned (green)

 **c** FS for Adults with Chronic Illness and not planned (blue)

**Directions:** Use the appropriate FS Conversation Guide as you are recording your observations. Provide specific examples to increase learning. Use “M.O.” for missed opportunity and record examples. Use “N/A” when questions are not appropriate.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Did the Facilitator:** | **Met** | **M.O.** | **N/A** | **Examples** |
| Explore fears or concerns about advance care planning |  |  |  |  |
| Clarify ACP and/or AD* Provide information
* Use Teach Back to assess understanding
 |  |  |  |  |
| Help individual choose a healthcare agent (IF agent is not selected)* Review the four qualities of a healthcare agent
* Provide information on the role of the healthcare agent
 |  |  |  |  |
| Explore understanding of healthcare agent role (IF agent is present)* Review the four qualities of a healthcare agent
* Explore questions
 |  |  |  |  |
| Explore understanding of medical condition* Provide information if able
* Explore questions for physician
 |  |  |  |  |
| Explore experiences* What was learned
* Ask agent, if present, if anything else was learned
 |  |  |  |  |
| Explore “living well” |  |  |  |  |
| Explore cultural, or spiritual beliefs |  |  |  |  |
| Explore goals of care scenario* Describes scenario as written
* Uses teach back to explore understanding
* Explores questions
* Ask agent, if present, for questions
 |  |  |  |  |
| Use education/decision aids (e.g., CPR)* Provide information in unbiased manner
* Use Teach Back to assess understanding
 |  |  |  |  |
| Assist with completing a written AD* Explore readiness to complete
 |  |  |  |  |
| Summarize and create a follow-up plan* When agent is present
* When agent is not present
 |  |  |  |  |

**Communication Skills: Mark when each skill is observed. Use “M.O.” for missed opportunity. Record 2-3 examples. Must demonstrate four of the following**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Did the Facilitator:** | **Met** | **M.O.** | **N/A** | **Notes/Examples** |
| Explore meanings of words/phrases |  |  |  |  |
| Paraphrase/clarify |  |  |  |  |
| Ask, “Anything else?” |  |  |  |  |
| Listen for and summarize themes |  |  |  |  |
| Affirm/reaffirm purpose of conversation |  |  |  |  |
| Verbalize empathy |  |  |  |  |
| Use Ask-Teach-Ask technique |  |  |  |  |
| Remain value-neutral |  |  |  |  |
| Pay attention to non-verbal communication |  |  |  |  |

**Did the Facilitator use the Conversation Guide?** c Yes c No c Most of Time

**Did the Facilitator ask all questions as written?** c Yes c No c Most of Time

**Did the Facilitator use critical-thinking skills to respond to questions?** c Yes c No

Give 1-2 examples:

**FOR INSTRUCTORS as appropriate: Is certification awarded/renewed?** c Yes c No

If no, list the follow-up plan for improvement: