INSTRUCTOR-LED DISCUSSION ACTIVITY FEEDBACK GUIDE

**Purposes of this document:**

1. For Faculty: A guide for summarizing themes and providing feedback to Instructor candidates as they practice using critical-thinking skills to engage the audience, specifically:

* Asking others to offer suggestions about what they would do or say
* Encouraging others’ points of view
* Asking additional questions
* Deferring questions that apply to a future topic or is out of scope
* Clarifying (or identifying) personal values and biases
* Summarizing questions and themes for group learning

1. For Instructor Candidates: A reference (provided at end of activity) to use going forward in their roles as Instructors.

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| **Theme #1 – Role of Healthcare Agent and Personal Values** | |
| **Question** | **Critical-Thinking Talking Points** |
| “Sometimes healthcare agents have no idea how to make ‘good’ decisions for their loved ones. We get very frustrated with them. What can we do?” | **Instructor first asks critical-thinking questions, e.g.:**   * Ask participants, “What do others think of this concern?” * Ask the individual, “What do you mean by ***‘good’*** decision?”   **Instructor can follow up and provide information as needed, e.g.:**   * Restate the communication skill of remaining value-neutral. * Reinforce that the purpose of the conversation is to allow the agent to hear the individual’s goals and values, so they are well-prepared. |
| “I have seen some healthcare agents put pressure on individuals to make decisions that I don’t think the person really wants to make. What should we do?” | **Instructor firsts ask critical-thinking questions, e.g.:**   * Ask participants, “Have others had this experience?” * Ask participants, “What do you think may be the reason for this disconnect between individuals and their agents?” * Ask participants, “What have we learned today that may help with these types of situations?” * Ask individual, “What personal values do you have about these situations?”   **Instructor can follow up and provide information as needed, e.g.:**   * Reinforce that the agent’s responsibility is to follow the individual’s preferences, even if they don’t agree. |
| **Theme #2 – Professional Boundaries and the Role of the ACP Facilitator** | |
| **Question** | **Critical-Thinking Talking Points** |
| “Many of the nurses I work with think that only the doctors should be talking with individuals about their healthcare choices. What if I say something wrong or something the doctor would not agree with?” | **Instructor first asks critical-thinking questions, e.g.:**   * Ask individual, “Have you had such experiences?” Or, “What could you say that might be ***‘wrong’***?” * Ask participants, “Do others have a similar concern?” * Ask participants, “What did we learn this morning about the role of the Facilitator in providing information?” * Ask participants, “What strategy could be helpful in building a team approach to having these conversations?”   **Instructor can follow up and provide information as needed, e.g.:**   * Discuss the experience of “boundaries” that many individuals experience as they become Facilitators. This is common and should be normalized. Reinforce the role of the Facilitator as one member of the ACP team. * Identify the need to provide education for the nurses and doctors on the team approach to ACP and the role of the Facilitator. This may be a systems issue that will need more exploration. (Defer to another forum.) * Reinforce the role of the Facilitator is to help the individual make a list of questions for his/her physician. |
| “As a community volunteer, I’m not comfortable asking individuals what they understand about their medical condition. I won’t know the answers to their questions. What should I do?” | **Instructor first asks critical-thinking questions, e.g.:**   * Ask individual, “What makes you uncomfortable?” * Say to participants, “I understand this is a new role for some of you in the room. Do others have this concern?” * Ask participants, “What have we learned today about how to address people’s questions?”   **Instructor can follow up and provide information as needed, e.g.:**   * Reinforce the value of the community (non-medical) Facilitator as one who does not have to have all of the answers but is instrumental in identifying an individual’s questions for follow-up by others. * Review that the role of the Facilitator is to explore understanding about an individual’s medical condition in order to identify gaps. * Reinforce the need to make a list of questions for follow-up by others qualified to provide accurate information. |
| **Theme #3 – Challenging ACP Discussions** | |
| **Question** | **Critical-Thinking Talking Points** |
| “I cared for an individual with heart failure who was struggling with making a decision about CPR. He asked, ‘What would you do if you were me?’ I wondered if I handled this situation well.” | **Instructor first asks critical-thinking questions, e.g.:**   * Ask individual, “Knowing what you know now about facilitation, what would you say to that individual?” * Say, “Tell me more about why you are struggling.” * Ask participants, “What other ideas do you have about this question?” * Ask participants, “What are the consequences of sharing your own opinions about any treatment decisions?”   **Instructor can follow up and provide information as needed, e.g.:**   * Facilitators may: * Ask open-ended questions to give the individual more time to reflect, more information, or more discussion. * Explore what fears and concerns the individual has about making this decision. * Encourage the individual to talk with his/her physician and offer to make a list of questions for the physician. |
| “I have cared for many people who do not want to make any life-sustaining treatment decisions. This is a very strong religious community. Many people prefer to leave these decisions in God’s hands. What should I say?” | **Instructor first asks critical-thinking questions, e.g.:**   * Say to participants, “This is a challenging situation. Have others had this experience?” * Ask participants, “What suggestions do others have about how to respond?” * Ask, “What do you think people mean by ***‘leave these decisions in God’s hands’***?”   **Instructor can follow up and provide information as needed, e.g.:**   * Remind that the purpose of the conversation is to inform the healthcare team and agent about what is important to the individual. * Explain that leaving things in God’s hands is a decision, and this can be written down in the advance directive document as a preference. * Restate the communication skill of remaining value-neutral.   **Suggest the Facilitator:**   * Encourage the individual to talk with his/her healthcare agent and healthcare team about his/her beliefs. * Ask the individual if he/she wants to discuss possible decisions with his/her spiritual advisor. |
| **Theme #4 – ACP Fears and Concerns** | |
| **Question** | **Critical-Thinking Talking Points** |
| “I’ve heard some individuals say that completing an advance directive is just a way to cut healthcare costs and deny them the care they deserve. How should I respond?” | **Instructor first asks critical-thinking questions, e.g.:**   * Ask individual, “Now that you have more background on the purpose of the facilitated conversation, how might you answer this concern?” * Acknowledge this is a common perception. Ask participants, “Does anyone else have this concern?”   **Instructor can follow up and provide information as needed, e.g.:**   * Explain that an advance directive helps to ensure individuals receive the care they prefer, whether the choice is full treatment or no treatment. * Offer a suggestion on how to respond, e.g., “I’m sorry you have this concern. This is not the impression we want to communicate. Our organization feels the ACP service we are offering is a way to help people talk about the care they do want, as well as what they may want to avoid.” |
| “I’ve known people who don’t think it’s a good idea to put their wishes in writing because they are healthy and fear they may change their mind. How should I address this fear?” | **Instructor first asks critical thinking questions, e.g.:**   * Ask participants, “Have others heard this fear expressed? Can you offer any suggestions for how to respond?” * Ask participants, “What is the value of uncovering this fear?”   **Instructor can follow up and provide information as needed, e.g.:**   * Emphasize that individuals can change their mind at any time. * Clarify that if no decisions are put in writing, the default is to provide full treatment, and this may or may not be consistent with the individual’s preferences. * Reinforce the importance of reviewing written documents at regular intervals. |