INSTRUCTOR GUIDE TO TEACHING A
RESPECTING CHOICES® ACP FACILITATOR CERTIFICATION VIRTUAL COURSE **(COVID-19)**

**Introduction:** Respecting Choices® is addressing the challenges clinicians are facing during the spread of COVID-19 by offering open-source tools and resources to freely use and share during this public health emergency (<https://respectingchoices.org/covid-19-resources/>). Respecting Choices has created new resources to help certified advance care planning (ACP) Instructors to offer ACP Facilitator Certification courses as synchronous (live) virtual learning courses.

Respecting Choices Faculty has developed and piloted the application of the virtual learning environment (VLE) to address the need for alternative teaching platforms for Advance Care Planning Facilitator Courses. There are a variety of reasons this may be necessary, including physical distancing and travel restrictions due to the COVID-19 pandemic, or meeting the needs of attendees from a wide geographic area. The use of VLE to present the standardized course material has been demonstrated to afford a rich adult experiential opportunity for participants.

Respecting Choices Faculty have selected three of our open-source Proactive Care Planning conversation guides to include in ACP Facilitator Certification courses to support Facilitators working with vulnerable individuals and their agents/families to have unbiased, proactive care planning conversations regarding their goals, values, and preferences should they contract COVID-19, which will help clinicians confidently create a plan that aligns with what matters most to each individual. These guides have been added to the pre-course requirements to introduce participants to the Proactive Care Planning toolkit, and as an optional role-play activity to demonstrate how to use a “Proactive Care Planning Conversation for COVID-19” guide.

**Purpose Statement:** Engaging participants in a synchronous virtual learning environment (VLE)

**It is important for Instructors to explore teaching skills that create a strong learning environment that follows the standardized curriculum for Respecting Choices courses.** This environment “…should reflect a [Community of Inquiry](https://coi.athabascau.ca/coi-model) approach whereby engagement is fostered through thoughtful attention given to how I manifest myself throughout the course (teaching presence), how students engage in the content of the course (cognitive presence) and how, together, we interact to form a dynamic learning community (social presence). It has become more about the ‘humanization’ of the learning experience, with a nod toward the affordances of the learning management system.”

**Instructor Preparation for Virtual Course**

New pre-course requirements have been added for participants in preparation for a virtual course. For example, for ACP Facilitator courses, participants will read through the conversation guides as a pre-course activity, thus, you can eliminate the reading aloud of sections of the guide as a group activity during the virtual course to save time. Refer to the revised course materials located in the “FCLTR VIRTUAL COURSE FILES” subfolder within your INSTRUCTOR E-FOLDERS FOR FACILITATOR CERTIFICATION COURSE folder.

1. ***NEW:*** ACP Facilitator Certification agendas for virtual courses have been updated to include additional pre-course requirements for participants to complete prior to attending a virtual course. The rationale is to support more active engagement in participants during the virtual course.
2. Pilot virtual courses have shown added value to course participation and understanding of the facilitated conversation. It has also been noted to decrease time restrictions of reviewing content during the course, improve critical thinking of participants related to conversation skills, and improve role-play engagement.
3. ***NEW:*** Instructor Prep Email to Participants of ACP Facilitator Certification Virtual Course template includes:
	1. Customization of the prep letter to email to your course participants with the specific course details (include post-course expectations described below)
	2. Link to ACP Facilitator electronic folder that includes pre-course requirement materials
	3. Link to virtual course materials for participants to view and print for use during course
	4. Expectations for *Live Interactive Virtual Course Participation*
	5. Post-course activities tailored to assure confidence and baseline competence for achieving final certification
		1. Even if virtual course includes the final competency role-play, Respecting Choices
		recommends there be a follow-up observed role-play before engagement with individuals. Providing this expectation pre-course helps set the stage for this important follow-up activity.
		2. In some settings, there may be a benefit to having a follow-up webinar related to learning needs for participants (e.g., review of a full ACP conversation (live or video), education on state legalities).
4. Enriching the virtual learning environment
	1. Just as with any course, prepare to teach.
		1. Be sure your computer audio and video works.
		2. Have items needed for the course ready: Download the PowerPoint presentation and documents to your desktop ahead of time to open and display on your screen for group viewing (i.e., PowerPoint, conversation guide, communication skills card, role-play activities, etc.).
	2. Respecting Choices recommends review of the following best practice tips.
		1. Link to [ACCME “Best Practices Creating Virtual Meeting Tips for Planners”](https://www.accme.org/sites/default/files/2020-03/846_20200326_Best_Practices_Creating_Virtual_Meeting_Tips_for_Planners.pdf)
		2. Link to [ACCME "Best Practices for Planning and Leading Virtual Meetings for Faculty"](https://www.accme.org/sites/default/files/2020-03/847_20200326_Best_Practices_Planning_Leading_Virtual_Meetings_Tips_for_Faculty_0.pdf)
	3. Do housekeeping first, adjusting for the virtual environment.
		1. “Sign-in” participants (e.g., virtual or email attestation for CE purposes).
		2. Review how to access materials during the course to assure all have what they need in front of them.
		3. Review agenda.
		4. Provide “ground rules” for participants (e.g., phones off, managing distractions in remote work/home setting, taking breaks, use of video cameras, etc.).
		5. If possible, assure all participants are on camera, so you can see their verbal/nonverbal engagement (e.g., facial expressions, head nodding, noting when a question might be asked, etc.).
	4. Use critical thinking as an important component to keep participants engaged during virtual courses.
	5. Support participant engagement and group discussion.
		1. You may use a combination of discussion with the chat or polling features to enhance group participation.
		2. When allowing for quiet time to think, reflect, let them know so that they are not worried that the connection has been lost (e.g., “I will pause here for a moment so you all can think about this and think of ways you might respond to the question”).
		3. Encourage feedback throughout the virtual course (e.g., intentionally asking for questions/ clarification after didactic or breaks).
		4. Create a “whiteboard” on the desktop for parking lot questions which can be deferred until later or another time. Add to it and check in with participants throughout the day for other items to add or refer to items that can be addressed at this time.
		5. You may decide to forgo having participants read sections of the conversation guides out loud as they will have done so as part of pre-course activities.
5. Various Approaches to Role-Play Activities
6. Role-play enables learners to experience realistic examples of practices, behaviors, and decision-making skills they need to be successful and confident in the desired role.
7. Realistic scenarios provide a more interactive way to learn and is a bridge between theory and practice, used to connect knowledge from classroom-based learning to true-to-life simulations. Dependent on the number of participants, the virtual platform for adult learning can still have a positive impact.
8. Review **The Role of the Instructor as Mentor in Promoting Facilitator Certification and Maintenance of Competence (RC 0075)** as preparation for holding the course.
9. Have two or three participants role-play on camera and have entire group debrief the role-play as a group, with Instructor elevating specific skills demonstrated or missed opportunities.
10. If webinar/virtual platform allows, split into separate virtual rooms, small groups, or breakout and have one Instructor observe role-plays and debriefing. Remember to still debrief as a large group after each role-play.
11. Recommended resource to review: [Role Playing in Online Education: A Teaching Tool](http://gorhistory.com/SED754/Role_Playing_in_Online_Education-__A_Teaching_Tool_to_Enhance_Student_Engagement_and_Sustained_Learning.pdf)
12. Technical considerations
13. Setting up videos
	* 1. Practice running the videos to assure audio and visual clarity.
		2. Some virtual meeting platforms have been known to have difficulty with audio or video clarity when playing videos. To eliminate this problem, Respecting Choices has set up videos through secured YouTube links (available in your Instructor E-Folder).
		3. When it is time to view a video, the Instructor will copy and paste the YouTube video link via chat message to participants to play individually on their own computer/own internet browsers.
		4. During video playing, you may show your start screen for the YouTube video as a visual reminder to the group which video they are viewing/where you are at in the course. Alternatively, you may choose to embed the videos directly within the PowerPoint slide deck.
		5. Demonstrate how to use the “chat” feature on applications.
		6. Ask participants to use chat to inform Instructor when returning from breaks or finished watching videos.
		7. During breaks, you may want to display your photo or another image on screen to take advantage of being off camera.
14. Tech support for learners
	* 1. Review of written set-up instructions and a simple walkthrough of the platform at the beginning of the course can help avoid issues during the course.
		2. If co-teaching, or if able, have another person be point for tech issues or to monitor chat box during the course to help individuals. This can be great support and cut down on distractions when teaching.