

COMPETENCY ROLE-PLAY EXERCISE

For use in the First Steps ACP Facilitator Certification Course

Role-Play Instructions

This is an unfolding role-play (one continuous conversation). With each new rotation, the next Facilitator continues the conversation where the prior Facilitator left off.

- Work in groups of four. Rotate through the roles: Facilitator, individual, healthcare agent, and observer. *(Role-play can be completed in groups of three by eliminating the healthcare agent role.)*

Facilitator	Individual with Chronic Illness AND Healthcare Agent <i>(if present)</i>	Observer
<ul style="list-style-type: none"> – You are meeting with an individual who has high cholesterol and diabetes for 10 years. – A healthcare agent has been chosen and accepts the role. – Listen to the role-players' answers. Use communication skills and apply critical thinking to individualize the conversation and promote more discussion. – Ask follow-up questions as appropriate, based on responses from the individual and healthcare agent. – Do not rush the conversation. 	<ul style="list-style-type: none"> – Read the themes for your specific role. – Ad lib your responses to the Facilitator's questions. – Add on to the discussion to make it interactive. – Avoid complex responses. 	<ul style="list-style-type: none"> – Record your observations on the <i>Competency Checklist</i> within this role-play packet. – Use the ACP Conversation Guide as you are recording your observations. Provide specific examples to increase learning. Use "M/O" for missed opportunity. Use "N/A" when questions are not applicable. – Lead the debrief for 2 minutes using the checklist. – Turn completed checklist in to Instructor.

- Review the information for your respective role for each role-play rotation.
- Use the following materials:
 - **First Steps® ACP Conversation Guide: Adults with Chronic Illness (RC 1145)**
 - **CPR Facts (MC 750)** *(or local equivalent distributed by the ACP Instructor)*
- When instructed/time ends, stop role playing, debrief, switch roles, and continue the conversation.

■ ROLE-PLAY ROTATION 1: Sections 4 and 5

Role of Facilitator

Using the *First Steps® ACP Conversation Guide: Adults with Chronic Illness (RC 1145)*, start with asking the questions in sections 4 and 5.

- Set role-play packet aside.

Role of Individual with Chronic Illness

Using the following themes, ad lib your responses to questions about your medical condition and experiences.

- You have high cholesterol and have been managing your diabetes for 10 years.
- Your priority is to maintain your current health.
- You had your yearly checkup and the doctor said you are doing “great.”
- You have many meds to remember to take each day and worry you may forget to take them.
- You worry about other health problems you could have because of your diabetes.

Role of Healthcare Agent

Using the following themes, ad lib your responses throughout the conversation.

- You are a supportive healthcare agent.
- You are worried your loved one will become forgetful and not take medications as prescribed.
- You want to help your loved one maintain a sense of dignity and to live independently.

COMPETENCY CHECKLIST: Sections 4 and 5

Date: _____ Facilitator Name: _____

Observer Name: _____

M.O. = Missed Opportunity; N/A = Not Applicable. Provide specific examples to increase learning.

Did the Facilitator:	Met	M.O.	N/A	Notes/Examples
Explore understanding of medical condition <ul style="list-style-type: none"> Provide information, if able Explore questions for physician 				
Explore experiences <ul style="list-style-type: none"> What was learned Ask agent if anything else was learned 				

Communication Skills: Mark when each skill is observed. 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? Yes No Most of Time

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

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

■ ROLE-PLAY ROTATION 2: Sections 6 and 7

Role of Facilitator

Using the **First Steps® ACP Conversation Guide: Adults with Chronic Illness (RC 1145)**, ask the questions in sections **6 and 7**.

- Set role-play packet aside.

Role of Individual with Chronic Illness

Using the following themes, ad lib your responses to questions about living well and cultural/spiritual beliefs.

- You have high cholesterol and have been managing your diabetes for 10 years.
- You like to think positive about life. Having a good attitude and family support is important.
- You worry about having a heart attack and not being able to care for yourself.
- You trust your agent to do a “good job,” however, are concerned that other members of the family will disagree with your decisions.
- You are a religious person and want to learn more about any faith considerations before completing your advance directive document.

Role of Healthcare Agent

Using the following themes, ad lib your responses throughout the conversation.

- You are a supportive healthcare agent.
- You are worried that other members of the family will have difficulty accepting your loved one’s decisions. You hope they won’t make it too difficult for you to carry out your responsibilities.

COMPETENCY CHECKLIST: Sections 6 and 7

Date: _____ Facilitator Name: _____

Observer Name: _____

M.O. = Missed Opportunity; N/A = Not Applicable; Provide specific examples to increase learning.

Did the Facilitator:	Met	M.O.	N/A	Notes/Examples
Explore "living well"				
Explore cultural or spiritual beliefs				

Communication Skills: Mark when each skill is observed. 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? Yes No Most of Time

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

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

■ ROLE-PLAY ROTATION 3: Section 8

Role of Facilitator

Using the **First Steps® ACP Conversation Guide: Adults with Chronic Illness (RC 1145)**, ask the questions in sections 8.

- Set role-play packet aside.

Role of Individual with Chronic Illness

Using the following themes, ad lib your responses to questions about goals of care.

- You fear becoming a “burden” on others and losing your sense of dignity.
- Questions you have about the “imagine this” situation:
 - Can I talk?
 - What do you mean by little chance?
 - Can I get a second opinion?
 - If I stop medical treatment, how would you keep me comfortable?

Role of Healthcare Agent

Using the following themes, ad lib your responses throughout the conversation.

- You are a supportive healthcare agent.
- You want to know if the “imagine this” situation means your loved one would be brain dead.
- You will honor your loved one’s decision.

COMPETENCY CHECKLIST: Section 8

Date: _____ Facilitator Name: _____

Observer Name: _____

M.O. = Missed Opportunity; N/A = Not Applicable; Provide specific examples to increase learning.

Did the Facilitator:	Met	M.O.	N/A	Notes/Examples
Explore goals of care scenario <ul style="list-style-type: none"> • Describe scenario as written • Use teach back to explore understanding • Explore questions • Ask agent for questions 				

Communication Skills: Mark when each skill is observed. 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? Yes No Most of Time

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

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

■ ROLE-PLAY ROTATION 4: Section 9

Role of Facilitator

Using the *First Steps® ACP Conversation Guide: Adults with Chronic Illness (RC 1145)*, ask the questions in section 9.

- Use the *CPR Facts (MC750)* to provide information.
- Set role-play packet aside.

Role of Individual with Chronic Illness

Using the following themes, ad lib your responses to questions about the CPR decision.

- You understand that CPR tries to get your heart and breathing started.
- You are interested in learning more about CPR.
- Questions you have about CPR:
 - Do you think CPR will work for me?
 - What would happen if I don't at least try CPR?
 - What would my doctor say about my chances for CPR?

Role of Healthcare Agent

Using the following themes, ad lib your responses throughout the conversation.

- You are a supportive healthcare agent.
- You are interested in learning about CPR.
- You worry what if your loved one could be "worse off" after having CPR.
- You will honor your loved one's decision.

COMPETENCY CHECKLIST: Section 9

Date: _____ Facilitator Name: _____

Observer Name: _____

M.O. = Missed Opportunity; N/A = Not Applicable; Provide specific examples to increase learning.

Did the Facilitator:	Met	M.O.	N/A	Notes/Examples
Use the decision-making framework to explore the CPR decision <ul style="list-style-type: none"> Explore understanding of CPR Explore understanding of the benefits/burdens of CPR Explore goals for CPR Explore fears and concerns of making the CPR decision 				
Use education/decision aids (e.g., CPR) <ul style="list-style-type: none"> Provide information in unbiased manner Use teach back to assess understanding 				

Communication Skills: Mark when each skill is observed. 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? Yes No Most of Time

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

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