Advance Care Planning: What it means and how to do it
Objectives

At the end of this module, participants will have:

- Reflected on module two
- Gained understanding and knowledge of the definition and components of ‘advance care planning’ in the context of the Mental Capacity Act of 2005
- Explored their own perspectives on ‘advance care planning’, including what they would wish others to know about them as individuals if they became volunteer educators
- Explored issues of diversity and culture in advance care planning
- Had opportunities to examine and express a range of views and opinions about advance care planning and access an overview of evidence from research into the process and outcomes of ‘advance care planning’
- Examined a range of information resources about ‘advance care planning’ and considered how to use them in awareness raising activities among different audiences.

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<table>
<thead>
<tr>
<th>Sections</th>
<th>Time needed</th>
<th>Activity</th>
<th>Content</th>
<th>Resources required</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>1</td>
<td>10 minutes</td>
<td>Introduction and practical information</td>
<td>Welcome and brief housekeeping presentation; timetable and objectives for Module 3</td>
<td>Handout with objectives for Module 3</td>
<td>Participants feel welcome and comfortable; introduced to the timetable and objectives of the module; provided with health and safety information</td>
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<tr>
<td>2</td>
<td>15 minutes</td>
<td>Reflections on module 2</td>
<td>Participants have an opportunity to share their thoughts and reflections about peer education from Module 2</td>
<td>Whole group discussion</td>
<td>Participants identify and share what key learning points they gathered from Module 2</td>
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<tr>
<td>3</td>
<td>45 minutes</td>
<td>Understanding advance care planning: an introduction</td>
<td>Participants have an opportunity to gain knowledge of the meaning and components of advance care planning, in the context of UK law and policy</td>
<td>Presentation by facilitator, followed by opportunities for discussion and questions</td>
<td>Participants understand the meaning of advance care planning and its components in the context of contemporary policy and the provisions of the Mental Capacity Act (2005)</td>
</tr>
<tr>
<td>4</td>
<td>1 hour and 20 minutes</td>
<td>Exploring advance care planning: one size doesn’t fit all</td>
<td>Participants explore their own perspectives on advance care planning, in the context of their personal identities and cultural and social influences</td>
<td>Participatory exercises, paired discussion, whole group feedback</td>
<td>Participants gain insight into their own attitudes towards advance care planning and their self identity and develop awareness of different perspectives. Participants gain some experience of participating in a discussion about advance care planning and recording of appropriate information</td>
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You’ll need to factor in time for breaks. We’ve suggested a time, but you’ll need to be guided by the group.
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<tr>
<td>5 Evaluating advance care planning: debates and dilemmas</td>
<td>30 minutes</td>
<td>Participants are introduced to a range of research evidence about advance care planning</td>
<td>Short presentation followed by whole group discussion</td>
<td>Participants gain insight into some of the research relating to advance care planning and identify gaps as in evidence. Participants develop awareness of the role of research in development of practice in advance care planning.</td>
<td>PowerPoint Slides - Section 5, flip chart and pens</td>
</tr>
<tr>
<td>6 Working with advance care planning resources: what, when, how?</td>
<td>1 hour</td>
<td>Participants examine the information resource pack for advance care planning and consider how they might use the materials in different contexts.</td>
<td>Table top participatory exercise</td>
<td>Participants gain familiarity with a range of resources to support volunteer education in advance care planning and consider how to use them in practice.</td>
<td>Copies of the resource pack (available in appendices), A4 paper, flip chart and pens</td>
</tr>
<tr>
<td>7 Recap, evaluation and reflection</td>
<td>15 minutes</td>
<td>Participants recap and evaluate Module 3 and receive information about Module 4.</td>
<td>Completion of evaluation forms: Provision of information for Module 4</td>
<td>Participants have an opportunity to provide feedback on Module 3 and receive necessary information about the next module</td>
<td>PowerPoint Slide 1 - Section 7, evaluation form (available in appendices), post it notes and pens, information for Module 4</td>
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**Suggested Timetable - approximately 4 hours + break**

You’ll need to factor in time for breaks. We’ve suggested a time, but you’ll need to be guided by the group.
Introductions and practical information

Short introductory presentation and welcome

Time: 10 minutes

Materials
* Handout with objectives for Module 3

- Welcome the participants to Module 3
- Introduce them to their facilitators
- Provide them with information about health/safety (fire procedures and exits; location of toilets; breaks and lunch; special needs)
- Check to see if any arrangements need to be made in relation to transport and explain arrangements for expense reimbursement.

Purpose

Participants are made to feel welcome and comfortable
Participants are introduced to the facilitators and provided with health and safety information
Special needs (e.g. hearing loss) and any necessary transport arrangements are identified
Arrangements for claiming expenses are explained

Notes
Activity

Time: 15 minutes

Materials

Flip chart, pencils and note paper

Ask if the group feels comfortable discussing their reflections on Module 2 as a whole group. If preferable, this can be done in pairs. Remember that some people may not respond because they feel vulnerable.

- Suggest that participants spend a few minutes jotting down immediate response to three ‘key’ questions:
  - What did you most enjoy from Module 2?
  - What did you least enjoy?
  - What was the most important thing that you learnt about peer education from Module 2?

Facilitate a discussion around these questions by asking participants to offer their thoughts, once they have had a few minutes to reflect individually. Get your co-facilitator to record information on a flip chart, so that this can be written up and distributed in summary form to participants later (if you have the facilities to do so).

Purpose

Participants examine and share what key learning points they gained from Module 2

Facilitator gains insight into areas of educational needs/or issues of understanding among participants, which can be subsequently addressed

You might want to have a break at this point.
Activity and presentation

Time: 45 minutes

Materials
PowerPoint Slides - Section 3, sheets of A4 paper, flip chart and pens

Note for facilitators

You will need to be familiar with ‘Advance care planning: a guide for health and social care professionals’ published by the National End of Life Care Programme to facilitate this module.

(note: to be replaced shortly by third edition of this document).
You can download it from: www.endoflifecareforadults.nhs.uk

- Break this section into three parts: preliminary exploration (10-15 minutes); provision of information (20 minutes); checking and questioning (10-15 minutes)
- Begin by explaining to participants that this section provides a broad overview of the meaning of ‘advance care planning’ and should enable them to understand its various components
- Then ask for people’s current understandings of the term and whether they have had any experience of advance care planning. Write down contributions on a flip chart
- Explain that the section will raise questions for the participants and advise them to jot down questions as they arise, using the paper and pens provided
- Mention that they may have heard other terms that relate to advance care planning, such as preferred priorities of care or ‘end of life care planning’
- Use the PowerPoint Slides - Section 3 to provide a brief overview of advance care planning (with due reference to the guide referred to above)
- Make sure some time is left to address questions and to check any areas of misunderstanding.

Purpose

Participants understand the meaning of advance care planning and its components, in the context of contemporary policy and the provisions of the Mental Capacity Act (2005)
Activities

Time: 1 hour 20 minutes

Materials

In advance, ask participants to bring something to this section that is important to them and reflects their identity. Flip chart paper and pens. Some means of fixing flip chart paper in a designated display area, A4 paper and pens.

There are 3 parts to this section:
1. Who am I? (30 minutes)
2. What would people need to know about me? (45 minutes)
3. We are all different (5 minutes)

1. Who am I?

The purpose of this exercise is to get participants to think about their own identity and to experience sharing something that is important to them with another person.

- Ask the participants to work in pairs for this exercise and say that you will be asking them to also share with the whole group
- Ask participants to then write down what the object means to them and why it reflects their identity, and to share this information with their partner. If people are happy to do so, invite them to share this information with the rest of the group
- With people’s permission, display the flip chart accounts in the display area and allow a few minutes for people to look at these if they wish.
2. What would people need to know about me? (45 minutes)

The purpose of this exercise is to enable participants to imagine participating in a discussion about advance care planning, and to help them to think about the relevance of ACP in a personal sense. The whole group feedback will allow them to appreciate differences in one small group.

Ask the participants to return to work in their pairs. Ask them to imagine that the other person is someone who cares for them (either a health or social care worker or a relative) and to talk to this person about their needs and wishes in the event of illness and incapacity. Ask the partners to write down a summary of the discussion and then to check out what they have written with the other person.

Give participants some ideas about the sorts of things that they may wish to discuss, if necessary, but try not to be too directive.

Ask each pair to take turns in playing the role of A) someone talking about their needs and wishes in the event of illness of incapacity and B) either a health or social care worker or a relative/friend of person A.

An important aspect of this exercise is to see how easy or difficult participants find it to accurately record their partner’s needs and preferences and how comfortable it was to engage in the discussions. Focus on these issues in a whole group feedback section.

3. We are all different (5 minutes)

As part of the whole group feedback from part 2 of this section, highlight the differences between individuals with regard to their preferences and wishes and say a few words about the likelihood that there is a range of perspectives on advance care planning across cultures and societies.

Purpose

Participants gain insight into their own attitudes towards advance care planning and their self identity and develop awareness of different perspectives

Participants gain some experience of participating in a discussion about advance care planning and recording of appropriate information
Activity and presentation

Time: 30 minutes

Materials
PowerPoint Slides - Section 5, flip chart and pens

- Explain to participants that this short section is to examine some research evidence about advance care planning.
- Ask the group for their views on what evidence might be important in relation to advance care planning and write down their ideas on a flip chart (prompt them to think about issues such as: the impact on people that take part in advance care planning; factors that might i) assist or ii) stop people taking part in advance care planning; the influence of advance care planning on care provided towards the end of life; attitudes to advance care planning).
- Go through PowerPoint Slides - Section 5 which is a brief summary of some evidence from research. Get the group to identify any ‘gaps’ in the research and to discuss how practice in advance care planning might be informed by research.

Purpose

Participants gain insight into some of the research relating to advance care planning and discuss and identify ‘gaps’ in the evidence available.

Participants develop awareness of the role of research in development of practice in advance care planning.

Notes
Activity

Time: 1 hour

Materials
Copies of the resource pack (available in appendices), A4 paper, flip chart and pens

- This activity involves enabling participants to consider the potential use and their preferences about the various resources in the resource pack
- Depending on the size of the group, this could either be done in pairs, or using a ‘table top’ style activity, which involves displaying different components of the pack on tables and moving small groups round to each table in turn
- Ask the small groups or pairs to examine the resources and to discuss which are best suited for particular sorts of awareness raising activities and which they would feel most comfortable using
- Ask them to write some notes down about their views
- Facilitate a whole group discussion and note some ideas about use of the materials on the flip chart (if you have the facilities, these can then be distributed to the whole group at a later time).

Purpose

Participants gain familiarity with a range of resources to support volunteer education in advance care planning and consider how to use them in practice

Notes
Activity

Time: 30 minutes

Materials
PowerPoint Slide - Section 7, evaluation forms (available in appendices), post it notes and pens

- Briefly recap on what has been covered in this module
- Ask participants to work in pairs and to discuss: 1) what they most and least enjoyed about the module; 2) what two or three key things they have learnt; 3) what needs for further information they have
- Ask them to write these down on post it notes (they don’t have to add their names unless they want to)
- Make it clear that these will help the facilitator team pick up on issues and problems next time
- Ask participants to complete evaluation form.

Brief provision of information
- Give information about Module 4, and talk through practical arrangements as required
- Thank everyone for their participation and hard work
- Make sure that they have contact details for on-going contact.

Purpose

Participants examine and share what key learning points they gained from Module 3
Facilitator gains insight into areas of educational needs/or issues of understanding among volunteers, which can be subsequently addressed