



Module



A volunteer training programme about **Advance Care Planning**

Learning from each other: Understanding Peer Education



National End of Life
Care Programme
Improving end of life care



The University of
Nottingham

UNITED KINGDOM · CHINA · MALAYSIA



*Let's talk
about it*

Learning from each other: Understanding Peer Education

Introductions and getting to know the group

Aims and expectations

Understanding volunteer education

Objectives

At the end of this module, participants will:

- Feel comfortable in the training surroundings and be introduced to the other participants
- Identify and agree norms/ ground rules for the training programme
- Understand the objectives of the training
- Describe what they would like to achieve during the training (expectations)
- Understand the role of a volunteer educator and the scope of 'volunteer education' activities
- Have had a brief introduction to advance care planning
- Recognise the role of values in volunteer education
- Identify their own concerns and feelings about being a volunteer educator.



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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.

Sections	Time needed	Content	Activity	Resources required	Outcome
1 Introductions and practical information	10 minutes	Welcome and brief housekeeping presentation; introduction to facilitators and timetable	Presentation by facilitators	Pre-programme information booklet	Participants feel welcome and comfortable; introduced to the facilitators and timetable; provided with health and safety information
2 Review of objectives for whole training programme	15 minutes	Clarification of the objectives / style of the training programme	Presentation by facilitator; time for questions	PowerPoint Slide 1 - Section 2, Handout with objectives for Module 1	Participants understand the purpose of the training programme and its style
3 Getting to know each other	30-40 minutes depending on numbers (3 minutes each)	Participants have an opportunity to be introduced to each other	Ice breaker exercise in pairs and presentation to whole group	PowerPoint Slide 1 - Section 3	Participants are introduced to other participants and appreciate diversity of the group. Facilitators gain insight into each person's background and understanding of ACP.
4 Ways of working	30 minutes	Participatory exercise to establish ground rules of the training	Whole group exercise and discussion	PowerPoint Slides A, B and C - Section 4, flip chart, pens	Participants develop and agree group norms
Break					

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.

Sections	Time needed	Content	Activity	Resources required	Outcome
5 Individual expectations	45 minutes	Participants explore and discuss their expectations of training and share their worries about working with peers	Post it notes activity in pairs	Coloured index cards or pieces of paper: two different colours	Participants share their Individual expectations and concerns; facilitators gain insight into training needs
6 The role of a volunteer educator	45 minutes - 1 hour	Clarify what being a peer educator means and the range of activities/modes possible with application to advance care planning	Interactive discussion/participatory exercise	Handout - Section 6, wall charts, pre-prepared cards	Participants understand the range of activities within 'volunteer education' and begin to identify their preferred modes of volunteer education
7 Feelings about being a volunteer educator	45 minutes	Participants explore feelings about the role of a volunteer educator and identify core values	Small group discussion (3-4 participants)	PowerPoint Slide 1 - Section 7, Handout - Section 7, flip chart, paper and pens	Participants examine their feelings and concerns about volunteer education and articulate key values in the approach
8 Recap, evaluation and preparation for the next module	15 minutes	Participants recap, evaluate module 1 and receive information about Module 2	Completion of evaluation forms and post it notes. Facilitator provides information	Handout - Objectives Module 1, evaluation form (available in appendices), post it notes and pens, contact list of all participants (with their permission), information for Module 2	Participants have an opportunity recap and to provide feedback on module 1 and receive necessary information about the next module

Section
1

Introductions and practical information

Short introductory presentation and welcome



Time: 10 minutes

Materials*Pre-programme information booklet:*

Welcome the participants to the training programme

- Introduce them to their facilitators
- Check that each person has received pre programme information; distribute this if necessary
- 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****Facilitators check that each person has received the pre programme information****Special needs (e.g. hearing loss) and any necessary transport arrangements are identified****Arrangements for claiming expenses are explained**

Notes

Short presentation with time for questions**Time: 15 minutes****Materials***Handout with objectives for Module 1
PowerPoint Slide 1 - Section 2*

The overall goals for this training course are to:

- Enable you to share and further develop understanding of key issues in advance care planning
- Develop your understanding of what volunteer education means and help you to think the role you wish to take as a volunteer educator
- Enhance your awareness of issues about loss and communication and how these influence volunteer education
- Enable you to facilitate volunteer groups or one to one discussions about advance care planning
- Enable you to identify and use appropriate resources to provide information about advance care planning to others
- Enable you to think about your next steps as a volunteer educator.

Briefly go over the information in the pre course information booklet about how the objectives will be achieved and the titles of the four modules. Check first that participants have brought their copies of the pre course information booklet and read it. If they have not, allow a few minutes for them to do so and/or need extra copies to hand out.

Give participants the opportunity to ask questions.

Purpose**Participants understand the purpose of the training programme****Participants feel comfortable about the style proposed for programme delivery****Participants have an opportunity to clarify concerns and questions about the overall programme**

Section
3

Getting to know each other

Activity



Time: 30-40 minutes depending on numbers (3 minutes each)

Materials

PowerPoint Slide 1 - Section 3

Allow approximately 3/4 minutes per person for this activity (so 30-40 minutes for 10 people).

Use the slide to provide a guide.

Ask the group to break into pairs (you may wish to suggest that people move to sit with someone they don't know, if some participants already know one another well).

Suggest that each person asks their neighbour their name, to say something themselves that they don't mind sharing with the rest of the group and one thing they know about Advance Care Planning

Watch the time! Allow for 3 minutes 'chat' then 3 minutes feedback.

Clarify key points about advance care planning as follows:

- *'Advance care planning'* is the process of enabling a person to think about the impact of future illness or disability and express wishes about his or her future health care in consultation with their care providers, family members and other important people in their lives
- Planning in advance can help guide others to make the best decisions about a person's care, once that person can no longer speak or decide for themselves
- This sort of planning is really important with more people living longer and more long term illnesses.

Purpose

Participants are introduced to each other, appreciate the diversity of the group and are reminded of what Advance Care Planning means

Participants' comfort is enhanced

Facilitators gain insight into each person's background

Activity



Time: 30 minutes

Materials

Flip chart, pens

PowerPoint Slides A, B and C - Section 4

- Explain that the purpose of this activity is to agree ground 'rules' so that participants can work comfortably together and begin to think about ways of working as volunteer educators
- Use slide 'A' to provide a guide to discussion
- Ask the group to work in groups of 2 to 3 people
- Allow five minutes discussion
- Ask each group to feedback
- One facilitator to write down points on a flip chart and then discuss these to check agreement
- Compare and consider the ground rules to see if they apply/are useful principles for volunteer educators (using slide B) and allow 2 more minutes of discussion
- Remind the group that there will be more opportunities to look at principles of communication in groups/group work
- Hang the agreed ways of working on the wall, so that everyone can see them
- Check for further questions/additions to discussion before moving on (slide C).

Purpose

Participants develop and agree group norms

You might want to have a break at this point.



Section
5

Individual Expectations

Activity¹

Time: 45 minutes

Materials

Coloured index cards or pieces of paper
(‘post it’ notes are good, as they are sticky):
two different colours.

- Prepare coloured index cards or small pieces of paper in two different colours. There should be enough so that each participant can have 3-5 pieces of paper
- Distribute the coloured papers to each participant. Ask them to work in groups of 3-4 people
- Their first task is to think of the types of questions that they believe their peers will ask them about advance care planning and to note them on one colour of paper. Ask them to think of questions volunteer educators might find difficult to answer. Promise them that each question that they write down will be answered during the workshop. Tell them that others in the group are likely to have the same concerns about questions!
- Their second task is to write on the other coloured paper all the things that they think volunteer educators will need to know. Include knowledge, skills and attitudes
- Make a space on the wall for the two categories
- Ask groups to post their questions on the wall in the appropriate space
- Explain that these questions represent some of the things that they think are important and that they want to learn from this training
- Read the questions and tell the participants that by the end of training, these questions will have been answered. (This is a good way to review some of the issues at the closing section of each day.) Ask if there are other expectations or concerns. List them.

Purpose

Facilitator can assess individual training needs and level of prior knowledge about ACP

Participants can begin to identify a focus for their volunteer education role in their community

¹Adapted from: 3 Day 1 Peer Education Course in HIV. Available from: FHI - “a global health and development organization to improve the lives of the world’s most vulnerable people in lasting ways.” <http://www.fhi.org/NR/rdonlyres/evosi46lkhf5qhlcubzbg5ceirpzdyslke3jkgfhfgcwnng6oimptcp2xb3m354k7ffajwfvf5lfdcke/3Day1.pdf>

The role of a volunteer or 'peer' educator

Terminology: This course is based on the principles of 'peer education' which is about people learning from each other and we describe the concept of peer education below. However, for this training pack, we have chosen to use different terms which people may relate to and understand more easily:

'Volunteer education programme' as the title for this programme

'Volunteer educator' for those participating

You may need to clarify this point throughout the programme.



Time: 1 hour

Materials

Handouts A and B - Section 6, wall charts, some pre-prepared cards

There are 2 parts to this section:

- 1) Interactive discussion informed by handouts (A and B) and wall-charts (20 minutes)
- 2) Activity using pre-prepared cards to enable understanding of the role of a volunteer educator in advance care planning (30 minutes)

1. Interactive discussion:

- Facilitate a discussion about what participants think 'peer education' means; what being a volunteer educator in advance care planning might entail and its challenges/enjoyable aspects. Use wall charts and handout A to facilitate conversation. This will involve getting them to think about who their 'peers' are likely to be
- Draw attention to the wide range of activities or personal uses to which peer education might be applied. Use handout B for further discussion
- Ask people to come up with some ideas for peer education that might work for them. Remember that some of the most effective things are very simple.

Section 6 continued

The role of a volunteer or 'peer' educator

2. Activity

We now think about the role of a volunteer educator (you may need to clarify peer/volunteer education terms)

- Prepare a number of cards that describe a volunteer educator in advance care planning and some that do not. There are some examples in the table below
- Ask each participant to take a card and read it out
- Get the group to discuss whether the description does or does not describe a volunteer educator and why this is so.

A volunteer educator in advance care planning is a good listener	A volunteer educator in advance care planning gives instructions to people
A volunteer educator is an expert in advance care planning	A volunteer educator in advance care planning knows where to find reliable information to give to others
A volunteer educator in advance care planning is a good communicator and is comfortable talking in a group	A volunteer educator in advance care planning gives advice to people
A volunteer educator in advance care planning has thought about how their own experiences of bereavement can affect the way they listen and 'hear' others	A volunteer educator in advance care planning keeps confidential information that others tell them
A volunteer educator in advance care planning knows how to solve people's problems and tells them	A volunteer educator in advance care planning is a compassionate person
A volunteer educator in advance care planning understands some key facts about advance care planning	A volunteer educator in advance care planning tells people what they should do

Purpose

Participants understand the range of activities within 'peer education' and begin to identify their preferred modes of volunteer education

Feelings about being a volunteer educator

Section
7

Small group discussion



Time: 45 minutes

Materials*PowerPoint Slide 1 - Section 7, Handout - Section 7, flip chart, paper and pens*

- Talk through the slide with the whole group
- Break the group into smaller groups of 3-4 people
- Ask the small groups discuss the following questions (which are on PowerPoint Slide 1 - Section 7) for 30 minutes:
 - What do you think your peers will think of you undertaking this role?
 - What support will you need?
 - What worries, fears or doubts do you have about being a volunteer educator?
- Ask the first small group to feedback ONE important point to the first question. Ask each other small group in turn to do the same. Repeat until all the questions have been covered
- Record what is said on flip sheet paper or similar
- Provide each participant with the handout 'What is a volunteer educator' and take time to summarise. Let participants add any final comments/observations.

Purpose

Participants examine their feelings and concerns about volunteer education and articulate key values in the approach

Notes

Recap, evaluation and preparation for the next module**Activity****Time: 15 minutes****Materials**

Handout - Objectives Module 1, evaluation form (available in appendices), post it notes and pens, contact list of all participants (with their permission), information for Module 2

- Briefly recap on what has been covered
- 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
- 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 adjust the training in the future and pick up on issues and problems next time
- Ask participants to complete evaluation form.

Brief provision of information

- Give information about Module 2, and talk through practical arrangements as required
- Thank everyone for their participation and hard work
- Make sure that they have contact details for ongoing contact.

Purpose

Participants have an opportunity to provide feedback on Module 1 and receive necessary information about the next module