A volunteer training programme about Advance Care Planning

Training into practice
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Objectives
At the end of this module, participants will know more about supporting individuals and working with groups by:

- Thinking through ways to put peer education about ACP into practice
- Learning some techniques for facilitating groups and dealing with individual behaviours within groups and difficult situations
- Planning next steps

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### Sections

<table>
<thead>
<tr>
<th>Time needed</th>
<th>Content</th>
<th>Activity</th>
<th>Resources required</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Welcome; any practical information</td>
<td>Presentation by facilitators</td>
<td>PowerPoint slide 4.1 with objectives for Module 4</td>
<td>Participants feel comfortable; introduced to the timetable for the module; provided with health and safety information</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Participants explore their individual expectations</td>
<td>Post-it notes activity in pairs</td>
<td>Coloured index cards or pieces of paper; two different colours</td>
<td>Participants share their individual expectations and facilitators gain insight into training needs</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Participants share their individual expectations</td>
<td>Interactive discussion / participatory exercise</td>
<td>Handout A - Definitions, Handout B - Examples of activities for the group, Handout C - Effective communication, Handout D – ‘my action plan’</td>
<td>Participants understand the range of activities within ‘volunteer education’, gain insight into different situations, and begin to identify their preferred modes of volunteer education</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Participants develop their individual action plan</td>
<td>Whole group brainstorm, completion of individual worksheets and feedback</td>
<td>Whole group followed by feedback</td>
<td>Participants develop and plan resources for handling different situations within groups</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Participants recap and evaluate the module, options for ongoing learning, feedback and support</td>
<td>Group exercise followed by feedback</td>
<td>Completion of evaluation forms by facilitators</td>
<td>Participants have an opportunity to provide feedback and to set up support networks to relate activities they engage in after the course ends</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Recap evaluation and reflection</td>
<td></td>
<td>Evaluation forms, post-it notes and pens</td>
<td>Participants develop up support networks to engage in after the course ends</td>
</tr>
</tbody>
</table>

### Suggested Timetable: approximately 2.5 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.
Short introductory presentation and welcome

**Time: 10 minutes**

**Materials**

*PowerPoint slide with objectives for Module 4*

- Welcome the participants to the Module 4
- Introduce them to their facilitators
- Check that each person has the Module outline and timetable; 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 Module information
- Special needs (e.g. hearing loss) and arrangements that need to be made for transport are checked
- Arrangements for claiming expenses are explained
Slide presentation, paired exercise and interactive discussion

Time: 30 minutes

Materials

Coloured index cards or ‘post it’ notes: two different colours

- Distribute coloured index cards or post-it notes in two different colours. There should be enough so that each participant can have 3-5 pieces of paper. Ask participants 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 identify questions they 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. 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
Terminology: This course is based on the principles of ‘peer education’ which is about people learning from each other. We describe the concept of peer education below. However, we have chosen to use ‘volunteer’ education programme as the title for this programme, and ‘volunteer educator’ for those participating, because people might relate more easily understand and relate to it. You may need to clarify this point throughout the programme.

Time: 1 hour

Materials
Handout A ‘definitions of peer education’, wall charts
Handout B ‘Examples of activities to raise awareness of Advance Care Planning’, 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 (20 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
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.
Difficult situations in groups

Time: allow 20 minutes for discussion and 10 minutes for feedback / further whole group discussion

Materials
Slips of paper with different scenarios
Handout C ‘Effective facilitation: tips for dealing with difficult dynamics’
Flipchart

Note to Facilitators: These scenarios should be adjusted according to the participants and the types of groups and dynamics they are most likely to encounter.

- Domination by a highly vocal member of the group
- People messing about/not paying attention in the middle of a section
- Low participation by the entire group
- Two people in conflict
- One or two silent members in a group of otherwise active participants
- A participant who is visibly upset

Divide participants into three groups. Give each group two slips of paper so they have two scenarios to discuss - what would be an effective response to address each scenario?

Bring whole group back together and feedback solutions. Ask others for any further contributions to the feedback given for each scenario.

Provide participants with handout 4.5 ‘Effective facilitation: tips for dealing with difficult dynamics’.

Purpose

Participants develop and share some resources for handling different situations within groups
Module 4 Training into practice

Reflections on previous modules and the Graffiti Board

Section

2 Putting it into practice

Purpose

Provides an opportunity to summarise and reflect on the training and discuss how to move forward with it

This is an opportunity for participants to set goals of how they take forward and implement what they have learnt from the course

Activity

Time: 25 minutes

Materials:

Handout D ‘My Action Plan’

- Brainstorm with the group how they intend to take forward the training and possible opportunities it will provide
- Provide each participant with the handout and ask them to complete
- Brainstorm ideas of what support they would like to have offered following the course and make note for follow up on suggestions

Note to facilitator: Remind participants that their action plan will be personal to their own agenda and it is up to them how much information they may want to include. Offer suggestions of what they may want to do with this training, e.g. local presentation, discussion with family member, etc.

This training may have been a new experience for many of the participants. Throughout the course they may have been presented with situations that have been challenging and possibly upsetting. It is important that appropriate support systems are in place to continue support for participants following the end of this course.

Support can be provided in a number of ways, e.g.

- Regular meetings to enable reflection and evaluation
- Programme specific information updates
- Professional and technological advice and support
- Further training and learning experiences

Notes

Training into practice Module 4
Activity

- 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 four modules; 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 they run the training course

Brief provision of information and roundup

- Thank everyone for their participation and hard work
- Outline any provision of ongoing support and make sure that they have contact details for ongoing contact and support

Purpose

Participants have an opportunity to provide feedback and to set up support networks to draw upon in course related activities they engage in after the course ends