Competence and performance evaluation form according to the standards of ACP Germany

The following pages show the competence and performance assessment forms that have been developed to provide participants with structured summative feedback and to provide a sound answer to the question of whether the certification level (= passing level) has been achieved.

Attachment 3 to Götze K, Otten-Marré S, Loupatatzis B, in der Schmitten J. *Training supported by simulated persons to promote the development of specific communication skills in advance care planning*. GMS J Med Educ. 2025;42(1):Doc11. DOI: 10.3205/zma001735



ACP facilitation assessment | Module A / B (AD)

Fac.	Trainer:	Date	Place	Day: 1 2 3	Part./ S Site	SP / o	n	Role	:		
AD=advance directive; fac. role=role of SP.	.= ACP facilitator;	; Part.=particip	pant role-play;	SP=simulated-pe	eople role-	-play;	on sit	e = on	-site c	coachin	g;
red 2	orange	yello 3		Light green	5	gree	ı	na		ot oplicabl	e
Relevant emotions ("distur	rbances") GLOBA	L:									
×	•										
Relevant emotions recognized Relevant emotions named and endured											
Emotional "disturbance" cleared and conversation continued well											
General conversation tech											
General conversation techniques GLOBAL: Person-centeredness (according to C. Rogers): authenticity empathy caring											
Comprehensible information			ty empatity	caring							
Deepening through explore											
Red thread, priority for dis	•										
			manipulation	(attitude & techr	nique)						
Open-endedness to results, minimization of suggestion / manipulation (attitude & technique)											
Start, expectations, focus,											
Elicit the person's individua											
How much does the pe		, how strongly	does the per	son wish to live o	n?						
What does the person			•								
May medical treatmen											
Are there situations in	which the perso	n no longer	?								
AD section FeNo GLOBAL											
Clarify situation/scenario, successful thematic focus.											
Clarify goal of care (AB vs.	C) while respecti	ng the individu	ual's attitudes								
"Target options"/measures	s to be weighed a	and determine	d in accordan	ce with the indivi	dual's atti	tudes					
A/B/C: favoured option	n vs. neighbourin	g option									
B: risks and burdens as	ssessed acceptab	le									
B: medically accurate of	discussion of risks	s vs. chances									
Partial summary for this se	ection including re	eference to do	ocumentation								
AD decisional incapacity of unclear duration GLOBAL											
Clarify situation/scenario, successful thematic focus.											
Clarify goal of care (AB vs.											
"Target options" / states to	-	determined i	n accordance	to the individual'	s attitude	S					
A/C: differentiation fro											
B: Will of the person planning in advance on occurrence of the undesirable situation				1							
B: accurate discussion	••										
Partial summary for this se			ocumentation								
AD permanent decisional i											
Clarify situation/scenario,											
Clarify goal of care (AB vs.					+ ho in -1:- '	due!		Ider			
"Target options" / states a						uual's	attiti	Jaes			
A/C differentiation fro e.g., of the "faces of de		n understandi	ing of the pers	planning in ad	ivance,						
B: Criteria for changes	in goal of care										
B: Further exclusion of	specific medical	measures									
Partial summary for this se	ection including re	eference to do	ocumentation								
Feedback understood and	accepted										
		Gle	obal score of t	his unit: (no sum	n score)	1	2	3	4	5	х



ACP facilitation assessment | Module C (AD-by-proxy)

Fac.	Trainer:	Date	Place	Day: 1 2 3	Part./ S Site	op / on		Role:			
AD=advance directive; fa ole=role of SP.	ac.= ACP-facilitato	or; Part.=par	ticipant role-pla	ay; SP=simulated-p	eople role	-play; c	on site	e = on-s	site co	aching	;
red 1	orange 2	3	yellow	Light green	5	green		na	Not app	licable	
Relevant emotions ("d	disturbances") GL	OBAL:									
Relevant emotions rec	ognized										
Relevant emotions nar	med and endured										
Emotional "disturbance	e" cleared and co	nversation	continued well								
General conversation	techniques GLOB	AL:									
Person-centeredness (according to C. Re	ogers): auth	enticity empa	thy caring							
Comprehensible inform	nation, appropria	te different	iation								
Deepening through ex	ploration (narrati	ve stimuli)									
Red thread, priority for	r disturbances, re	-focusing									
Open-endedness to re	sults, minimizatio	n of sugges	tion / manipula [.]	tion (attitude & teo	chnique)						
AD-by-proxy section at	ttitudes GLOBAL										
Start, expectations of p	proxy (p.), focus, o	common pla	atform								
Creation of a sufficient	t information base	9									
Clarification of the pro wishes	xy's task; separat	ion of the re	epresented pers	son's will from the	proxy's						
Determining the indivi	dual (presumed)	attitudes of	the person rep	resented (rp)							
How much does th	ne person enjoy liv	ving, how st	rongly does the	e person wish to live	e on?						
What does the per	rson think of dyin	g? "Dying to	onight?"								
May medical treat	ment help prolon	g life?									
Are there situation	ns in which the pe	rson no lon	ger?								
AD-by-proxy section F	eNo GLOBAL										
Clarify situation/scena	rio, successful the	ematic focus	5.								
Clarify presumed goal of	of care of rP (AB ve	s. C) while re	especting the rp'	s attitudes							
"Target options"/meas	sures to be weigh	ed and dete	ermined in accor	rdance with the rp'	s attitudes						
A/B/C: favoured op	ption vs. neighbo	uring optior	ı								
B: risks and burden	ns judged acceptat	ole for rP									
B: medically accura	ate discussion of	risks vs. opp	ortunities								
Partial summary for t	his section inclue	ding refere	nce to docume	ntation							
AD-by-proxy section Fu	urther orientatior	GLOBAL									
Clarify situation/scena	rio, successful the	ematic focus	5.								
Clarify presumed thera	py goal of rp (AB v	vs. C) while r	especting the rp	o's attitude and FeN	lo						
"Target options" / state	es and measures to	o be weighe	d and determine	ed in accordance wi	ith the rp's	attitud	les				
A/C: differentiate	e from B (expand	prior unders	standing, e.g. "[Differing faces of de	ementia ")						
B: Criteria for cha	inges in goals of c	are									
B: Determination	regarding artifici	al nutrition									
Partial summary for t	his section inclu	ding refere	nce to docume	entation							
Feedback understood	and accepted										
						1	2	3	4	5	Х
	Glo	obal score o	of this unit: (no	sum score)							



From the very beginning of the facilitator qualification, there is a continuous accompanying assessment by the ACP coaches. The respective individual evaluation is not to be understood as a performance evaluation of the fully trained ACP facilitator in the sense of a final evaluation, but instead it helps by using a synopsis of all these snapshots to describe the potential and development of the participant during the course to achieve the ACP facilitator qualification in the end.

Scaling for the performance evaluation in the role plays / conversations (front)

Please use the following scoring key after each TN or SP role play:

1	Almost no essential tasks of the sub item (line) / subsection were solved satisfactorily; almost all aspects were missing and could not be implemented satisfactorily, if necessary, even after critical feedback.
FB	Could not understand or accept feedback.
2	Individual essential tasks of the sub item/subsection were satisfactorily accomplished; however, most essential aspects were missing and could not be satisfactorily accomplished, if necessary, even after critical feedback.
FB	Could understand and accept feedback with difficulty.
3	Some essential tasks of the sub item/subsection were satisfactorily completed; however, other essential aspects were missing and could not be satisfactorily implemented, if necessary, even after critical feedback.
FB	Was able to understand and accept feedback satisfactorily.
4	The essential tasks of the sub item/subsection were satisfactorily solved; critical feedback on missing aspects could be satisfactorily implemented, if necessary.
FB	Was able to understand and accept feedback well.
5	All essential tasks of the sub item / subsection were solved satisfactorily independently.
FB	Was able to understand and accept feedback excellently.
Na	This sub item / subsection was not practiced and therefore cannot be evaluated.

Explanation of selected subsections:

GLOBAL - Scores (first line of each section)	no sum score of the subsection, different weighting of individual points possible.
Getting started, expectations, focusing, common platform Common platform	means that after getting started, the interlocutors talk about the same topic at eye level
Clarify goal of care (AB vs. C) while respecting attitudes	Goal of care to prolong life (possibly with limitations) vs. allow dying, while respecting the attitudes of the respective person
Take Home Message	Which feedback did you as a coach gave to the participant?

Scaling for the assessment of suitability as a ACP facilitator (Coaches final conference)

For use in the ACP coaches' final conference at the end of each course module, taking into account the individual evaluation sheets from all training sessions as well as the global ACP coaches' impressions:

1	The trainee's suitability for the facilitator-role is not evident. Continuation is not recommended.
	It is recommended to consider another role / task than the facilitation and not to continue the course qualification with the aim to work as a facilitator later on.
2	The trainee's suitability for the facilitator-role is unlikely. Continuation is not recommended.
	It is recommended to consider a different role / task than the facilitator-role and not to continue the qualification with the aim to work as a facilitator later on.
	Otherwise, extraordinary commitment and stamina as well as the ability to receive feedback, a considerably prolonged practice phase as well as increased coaching support through probably more than 6 individual coaching sessions in real conversations (or even a repetition of the entire workshop) appear to be preconditions for a successful completion of the qualification as facilitator.
3	The suitability of the trainee for the role of facilitator is in question. The continuation of the qualification can be supported (if desired by the trainee).
	Intensive commitment and the ability to receive feedback as well as increased support of ACP coach through presumably up to 5 individual coaching sessions appear to be a precondition for successful completion.
4	The trainee's suitability for the role of facilitator is likely with continued commitment in the same manner. Continuation of the qualification is recommended.
	The recommendations made in the feedback should be followed.
5	The trainee's suitability for the role of facilitator is given with continued commitment in the same manner. Continuation of the qualification is recommended.