# DHB L1A Facilitator competency self-assessment

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| **Name of DHB Trainer** |  |
| **Name of National Trainer** |  |
| **Date** |  |
| **Training stage** | □ Post training □ Post first L1A workshop  □ Post second L1A workshop |

This checklist is intended to support reflection on skills and confidence development.

Please tick relevant boxes and add comments for the purpose of further development.

| **Competencies** | **Unsure** | **Needs work** | **Good** | **Strong** |
| --- | --- | --- | --- | --- |
| 1. **Person-centred communication:**   Demonstrate active listening, acknowledgement and empathy with group and co-facilitator; able to give information that is clear, in chunks, checking for understanding |  |  |  |  |
| Comments: | | | | |
| 1. **Effective facilitative skills using a learner-centred approach:**   Elicit participant contributions, engage group in healthy discussion, allow participants equal opportunity to contribute, avoid judgemental statements and defensive responses, link sessions |  |  |  |  |
| Comments: | | | | |
| 1. **Ability to manage group dynamics including, where applicable, challenging behaviour:**   Manage and balance contributions from group so nobody dominates or misses out; appropriately and effectively manage dynamics so that participants feel safe, valued, and heard. |  |  |  |  |
| Comments: |  |  |  |  |
| 1. **Use te reo Māori where appropriate:**   Opening and closing karakia; whakatauakī; mihi; use kupu Māori where possible throughout workshop |  |  |  |  |
| Comments: | | | | |
|  | | | | |
| 1. **Initiate the workshop effectively:**   Welcome the group with confidence and enthusiasm; facilitate introductions acknowledging contributions; facilitate working agreement effectively and without labouring. |  |  |  |  |
| Comments: | | | | |
| 1. **Facilitate ACP and legal sessions effectively:**   Demonstrate good knowledge of all aspects of ACP and the legal framework; adequately articulate information and respond to questions from the group; demonstrate good understanding of cultural components and engaging Māori |  |  |  |  |
| Comments: | | | | |
| 1. **Facilitate legal case studies effectively:**   Provide rationale and clear instructions; facilitate feedback and discussion drawing out learning points from the group, relating to the legal framework |  |  |  |  |
| Comments: | | | | |
| 1. **Facilitate ‘having an ACP conversation’ using video:**   Elicit communication enablers using brainstorm; effectively set up the video session; support group to recognise facilitative communication behaviours and their impact; summarise main learning points |  |  |  |  |
| Comments: | | | | |
| 1. **Facilitate the ‘structure of an ACP conversation’ discussion:**   Link to communication behaviours discussed in previous session; support group to recognise effective structure; able to describe / support understanding of the hui model |  |  |  |  |
| Comments: | | | | |
| 1. **Run the communication practice effectively:**   Provide adequate instructions; facilitate useful discussion after the practice, pulling out key learnings |  |  |  |  |
| Comments: | | | | |
| 1. **Run the documentation practice effectively:**   Provide adequate instructions; facilitate useful discussion leading to increased clarity for participants, particularly regarding the writing of advance directives |  |  |  |  |
| Comments: | | | | |
| 1. **Wrap up workshop appropriately**:   Support group to link the learning to their clinical practice; allow time for questions and clarification of local processes as relevant; close workshop with karakia; allow time for completion of evaluation and confidence questionnaire; provide handouts or say you will email them |  |  |  |  |
| Comments: | | | | |

**Any additional comments:**