

Introduction

You are being asked to take part in a research study because you are a member of the Canadian Association of Medical Aid in Dying Assessors and Providers (CAMAP).

As you know, Medical Aid in Dying (MAID) is now legal in Canada. Although the eligibility criteria have been defined in law, many aspects of service provision are still being developed and formalized, including the process of training MAID providers to deliver this service. Medical education in Canada is now transitioning to a competency-based approach, whereby trainees will be directly observed by supervisors who assess and provide feedback, and determine whether the trainee is truly competent in performing specific aspects of medical care. As Canada rapidly develops a pool of MAID providers, there is a need to ensure that these providers are adequately trained and truly competent to deliver high-quality MAID. In this project, we propose to use established mixed-methods methodology and identified experts in the provision of MAID to develop an Entrustable Professional Activity (EPA) competency description for MAID- this could be used to develop teaching as well as an assessment tool for learners in practice. We have used expert opinion from a focus group of CAMAP members to create a draft description of an EPA description for MAID.

The purpose of this survey is to validate the EPA competency description for MAID. You are being asked to review this description to see whether you agree with the content. We have asked you to participate in this study because you have been identified as an experienced MAID assessor or provider through your participation in the CAMAP listserv. We hope to have responses from 50-60 members surveyed in this manner. We anticipate that it will take 10-15 minutes to complete the questionnaire.

If you consent to participate, please continue on to the next page. You will be provided with a draft of the description followed by questions where you can rate your agreement with each section on a Likert scale (1-5). The threshold for agreement will be set at 4, and sections will be accepted if 70% of respondents assign an agreement level of 4 or 5. Respondents assigning a score of 3 or less will be asked to suggest changes that would result in their agreement with the section. If a section does not achieve the threshold agreement level, we will modify that section using suggested changes from the respondents who provided them.

You will not receive any direct benefit from being in this study. Your participation in this study is voluntary. You may decide not to be in this study, or to be in the study now, and then change your mind later. You may skip any question that you wish. You may leave the study at any time without affecting your employment status or academic standing. You have the right to refuse participation in this study or not complete the study in its entirety.

All information obtained during the study will be held in strict confidence. Representatives of the University Health Network Research Ethics Board may look at the study records to check that the information collected for the study is correct and to make sure the study followed proper laws and

guidelines. All information collected during this study will be kept confidential and will not be shared with anyone outside the study unless required by law. You will not be named in any reports, publication or presentations that may come from this study.

If you have any questions, concerns or would like to speak to the study team for any reason, please call James Downar at 416-340-4800 x8577 or james.downar@uhn.ca. If you have any questions about your rights as a research participant or have concerns about this study, call the Chair of the University Health Network Research Ethics Board (REB) or the Research Ethics office number at 416-581-7849.

MAID Entrustable Professional Act Delphi

Description of MAID Assessment and Provision

Based on our focus group sessions, we have developed a description of the key processes involved in the assessment and provision of MAID. We have separated the description into individual sentences, and are asking you to indicate whether you agree that the sentence should be included and is an accurate description of the tasks performed by a competent assessor/provider. Please rate your agreement with each one of these sentences on a Likert scale of 1-5.

We have divided the description into three sections:

- (1) assessment for eligibility;
- (2) preparation for the provision of MAID; and
- (3) provision of MAID.

At the end of each section, we will give you an opportunity to add any important task that you feel is missing from the relevant section.

1. Part 1: Assessment for Eligibility

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Determining that the patient is clearly expressing a desire for MAID and meets the criteria for MAID established by law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing that the patient is capable- namely that they understand their medical options, including therapeutic options for their underlying illness as well as their EOL options (including palliative care); they understand the reasonably foreseeable consequences of each of these options; and they can make a reasoned decision among these options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the cause(s) of the patient's intolerable suffering and addressing any unmet palliative and social needs, if possible and appropriate, by engaging a palliative care or other specialized provider.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing that the decision is voluntary and not coerced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining corollary history and additional documentation as required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documenting findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest any additional tasks that should be added to the description of an assessment for MAID eligibility, or leave blank if you have no suggestions.

2. Part 2: Preparation for the provision of MAID

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Communicating with multidisciplinary team to arrange provision (including pharmacy, nursing, administration, when applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the patient's preferred location, and making preparations appropriate for that location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the patient's preferred route of administration (if more than one route is available in your jurisdictions), and making appropriate preparations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding appropriately to a rapid deterioration in the patient's patient's condition or episodes of delirium or decreased level of consciousness by expediting the provision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest any additional tasks that should be added to the description of preparation for the provision of MAID, or leave blank if you have no suggestions.

3. Part 3: Provision of MAID

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Counseling the patient and family about what to expect during MAID provision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confirming capacity and consent, and providing an opportunity to withdraw the request for MAID.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administering medication while ensuring a caring and supportive environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending to post-death tasks including documentation of the provision, discussing next steps with family/caregivers, contacting the coroner when necessary, and debriefing with team members. Assuring appropriate paperwork and reporting to relevant oversight authorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest any additional tasks that should be added to the description of the provision of MAID, or leave blank if you have no suggestions.

MAID Entrustable Professional Act Delphi

Required Knowledge for the Assessment and Provision of MAID

Based on our focus group sessions, we have identified key knowledge required for the assessment and provision of MAID. We have separated the knowledge into individual sentences, and are asking you to indicate whether you agree that the sentence should be included and is an accurate description of the knowledge required by a competent assessor/provider. At the end, we will ask you to identify any important knowledge that you feel is missing from this list.

4. Knowledge: The learner should be aware of...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The eligibility criteria established by law and reasonable interpretations of these criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Areas of controversy in interpreting these criteria, and the basis of the controversies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional/institutional requirements such as standard protocols, reporting requirements, institutional procedures, and referral mechanisms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The range of medications and equipment used during MAID.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considerations that arise when providing MAID in the home vs. in an institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common events that occur and signs that patient may display during the provision of MAID.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regulations regarding organ and tissue donation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of “neutral”, “disagree” or “strongly disagree”, please indicate what change(s) would be needed in order for you to “agree” with the sentence. Please suggest any additional knowledge that you feel is required for the assessment and provision of MAID, or leave blank if you have no suggestions.

MAID Entrustable Professional Act Delphi

Required Skills for the Assessment and Provision of MAID

Based on our focus group sessions, we have identified key skills required for the assessment and provision of MAID. We have separated the skills into individual sentences, and are asking you to indicate whether you agree that the sentence should be included and is an accurate description of the tasks performed by a competent assessor/provider. At the end, we will ask you to identify any important skills that you feel are missing from this list.

5. Skills: The learner should be able to...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Understand and assess the patient's understanding of treatment alternatives relevant to the patient's condition, in keeping with the expertise of the assessor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess and facilitate the patient's understanding of information and ability to reason between options, particularly in patients with neurological disease, mental illness and cognitive impairment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognize when additional medical information or assessments are required from other sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prognosticate when appropriate, and to appreciate how prognosis might affect the eligibility or timing of MAID.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document and communicate findings accurately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a therapeutic relationship with new patients/family members in a short timeframe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess and manage the range of emotions that can arise from the family and health care team either in respect to MAiD in general or to a particular MAiD provision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage enteral or intravenous access, and anticipate and troubleshoot problems that may arise during the provision of MAID.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support family through acute grief around the time of MAID provision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest any additional skills that are required for the assessment and provision of MAID, or leave blank if you have no suggestions.

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Required attitudes for the assessment and provision of MAID.

Based on our focus group sessions, we have identified key attitudes required for the assessment and provision of MAID. We have separated the attitudes into individual sentences, and are asking you to indicate whether you agree that the sentence should be included and is an accurate description of the attitudes required by a competent assessor/provider. At the end, we will ask you to identify any important attitudes that you feel are missing from this list.

6. Attitudes: The learner should...

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Demonstrate a non-judgmental approach to patients'/families' responses to MAID (either positive or negative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not allow personal views on MAID to influence an eligibility assessment, or influence a patient's decision to proceed with MAID or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for access to MAID when an eligible patient has requested MAID.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show humility by acknowledging limitations of personal knowledge, and consult experts regarding medical, legal or ethical issues outside their training and experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt their approach (by providing extra documentation or consultation) when medicolegal consequences seem more likely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a commitment to self-care and emotional support for other members of allied health team who may be struggling with MAID.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate a commitment to maintain the competence of self and others by participating in a community of practice to share experience and learn from the experience of others as the practice of MAID and eligibility and reporting requirements evolve.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest any additional attitudes that are required for the assessment and provision of MAID, or leave blank if you have no suggestions.

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Teaching approaches and entrustment

Based on our focus group sessions, we have identified potential teaching approaches and requirements for entrustment for the learner to perform the assessment and provision of MAID. We have separated the approaches and requirements into individual sentences, and are asking you to indicate whether you agree that the sentence should be included and is an accurate description of the teaching approaches and entrustment decisions that should be used to determine competence. At the end, we will ask you to identify any important teaching approaches and potential bases for entrustment decisions that you feel are missing from this list.

7. The following teaching approaches can be used.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Didactic sessions/lectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Witnessed assessments and provisions, including remote witnessing via telemedicine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optional: Simulated encounters with standardized patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optional: Procedural simulation for vascular access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest any other possible teaching approaches, or leave this section blank if you have no suggestions.

8. The following sources of information can be used to evaluate progress

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Direct observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing documentation of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-source feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest other sources of information, or leave this section blank if you have no other suggestions.

9. Formal entrustment decisions (i.e. that the learner can be trusted to perform an assessment and provision of MAID without supervision) can be made on the following bases:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Entrustment for assessment requires more observation with varying complexity than entrustment for provision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrustment should occur after observation (in person or remotely) of 3 assessments+provisions where the observer felt the learner demonstrated appropriate competence for unsupervised practice. Ideally, one of these assessments should involve a patient of high complexity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most assessments are straightforward and even several of these might not prepare the learner for challenging cases. Experience with different types of scenarios (e.g. neurological illness, mental illness, and other conditions that may affect capacity) would be ideal. For entrustment, the learner should demonstrate the ability to distinguish between straightforward and complex cases, and demonstrate a willingness to ask for help with complex cases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you provided an answer of "neutral", "disagree" or "strongly disagree", please indicate what change(s) would be needed in order for you to "agree" with the sentence. Please suggest any other basis upon which to make a formal entrustment decision, or leave this section blank if you have none.

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Demographics

On this page, we will ask you for some information about demographics and experience with MAID. This is necessary in order to describe the survey participants and establish your expertise for the purpose of validating the descriptor. This information will not be used to identify you, and will only be presented in aggregate form in any report or presentation. Nevertheless, please feel free to leave this information blank.

10. Your age

- | | |
|-----------------------------|--|
| <input type="radio"/> <30 | <input type="radio"/> 51-60 |
| <input type="radio"/> 31-40 | <input type="radio"/> >60 |
| <input type="radio"/> 41-50 | <input type="radio"/> Prefer not to answer |

11. Your profession

- Physician
- Nurse practitioner
- Prefer not to answer

12. Specialty

- Family Medicine
- Medicine
- Anesthesiology
- Other (please specify)
- Surgery
- Obstetrics/Gynecology
- Emergency Medicine

13. Years in independent medical practice

- <5
- 6-10
- 11-20
- 21-30
- >30
- Prefer not to answer

14. Approximate number of MAID eligibility assessments performed

- 0
- 1-5
- 6-10
- 11-25
- 26-50
- >50
- Prefer not to answer

15. Approximate number of MAID provisions performed

- 0
- 1-5
- 6-10
- 11-25
- 26-50
- >50
- Prefer not to answer

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Thank you!

Thank you for taking the time to complete this questionnaire. We will collect the results and determine whether any revisions need to be made before accepting this description.