

## Appendix 1 (as supplied by the authors): Survey and script

Hello, my name is <NAME>. I'm a <resident physician/medical student> at the University of Ottawa. Would you have 10 minutes to participate in a research survey? Thank you. Are you at least 16 years of age, and do you live in Canada?

Okay. The questions revolve around making decisions for loved ones if they are too sick to make them for themselves. Often these questions arise around one's end-of-life. This research will help us understand if people in Ottawa are ready to make these decisions and what would help prepare. While the questions are not "real life", some people might feel uncomfortable discussing this. You can stop at any time or skip any questions you don't like.

We only ask for your age, gender, and half your postal code. The responses will be entered into a secure computer, or if you choose to use paper, the original forms locked away in a secure location. Do you have any questions?

If you have any questions later feel free to ask. Is it okay to proceed with the survey?

Thanks. This is a copy of what we've discussed with a phone number at the bottom if you have any questions later. Let's begin by filling out this form together.

Date and time: \_\_\_\_\_

Participant Number: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Are you a health care professional? *Yes / No*

Education (circle one):

Did not complete high school	High school diploma	Some college/university	Completed college/university diploma	Post-graduate studies	Professional Degree
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First 3 digits of Postal Code: \_\_\_\_\_

**Ontario law states that starting at the age of 16, you may be asked to act as a “substitute decision maker” for your loved one. That means working with health care workers to make medical decisions for a person who is not able to make his or her own health care decisions.**

*I have acted as a substitute decision maker for a loved one.*

*Yes / No*

**Advance care planning means reflecting on your own values to let others know what kind of health and personal care you would want in the future if you become incapable of consenting to or refusing treatment or other care**

*I have participated in advance care planning for myself*

*Yes / No*

Imagine this: Your 80 year old loved one is unconscious, and gravely ill. You are the designated substitute decision maker. Doctors sit down with you and explain the situation and the options.

1. They can do everything to extend life until it is futile, but if he/she pulls through there's a chance he/she may end up dependent on a machine or permanently need help to eat/dress/bathe/etc.
2. They can provide medications and everything short of machines that extend life, and hope that he/she gets better.
3. They can provide only comfort medication to make sure he/she doesn't suffer, and accept that your loved one will likely die, but without suffering.

The decision should be based on what your loved one would have wanted.

*I am prepared to be a substitute decision maker and work with the medical team to make decisions like this.*

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

*I will probably have to act as a substitute decision maker for a loved one at some point in my life.*

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

*What are the ingredients needed for someone to feel prepared to be a substitute decision maker? (Discuss as many things as you can)*

*What are the barriers to making you feel more prepared to be a substitute decision maker? (Discuss as many things as you can)*

*I have had conversations with my loved ones about their values in a scenario like the one above.*

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

*I feel comfortable initiating a conversation with loved ones about their values in a scenario like the one above.*

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

*Being able to have these conversations is a skill that I could learn.*

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

**Reflect on yourself, your friends, your family, or your children at the age of 16 when answering the following questions:**

*Learning about being a substitute decision maker and having conversations about values surrounding critical illness and end-of-life can be taught at age 16.*

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

*Learning about being a substitute decision maker and having conversations about values surrounding critical illness and end-of-life should be taught at age 16.*

1	2	3	4	5
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>

*Tell us why you agree or disagree with teaching 16 year olds about substitute decision making, and having conversations about critical illness and end-of-life*

*Do you have any other thoughts or comments about being a substitute decision maker that you would like to share with us?*