



Developing a Training Curriculum for Healthcare Professionals involved in Disclosure

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Description

Disclosure of adverse events, an embedded component of a just culture of safety, is described as open communication between healthcare providers, patients and family members about the occurrence of a patient safety incident. Disclosure is an integral aspect of healthcare practice that supports patient-centred care that is safe, honest and in promotion of patient autonomy. However, delivery of bad news is a challenging task and many clinicians lack formal training in communicating effectively and compassionately in difficult situations. Previously, a training curriculum for physicians and other healthcare professionals involved in disclosure did not exist at Humber River Hospital (HRH).

Aim

To develop a team-based training curriculum for HRH physicians/other healthcare professionals involved in disclosure.

Actions Taken

The disclosure training curriculum was developed based on current literature and using an experience-based co-design approach:

1. Literature review
2. Patient interviews to incorporate the patient perspective
3. Updating the HRH disclosure policy to reflect best practice
4. Organizing a multi-disciplinary patient experience council to provide feedback.

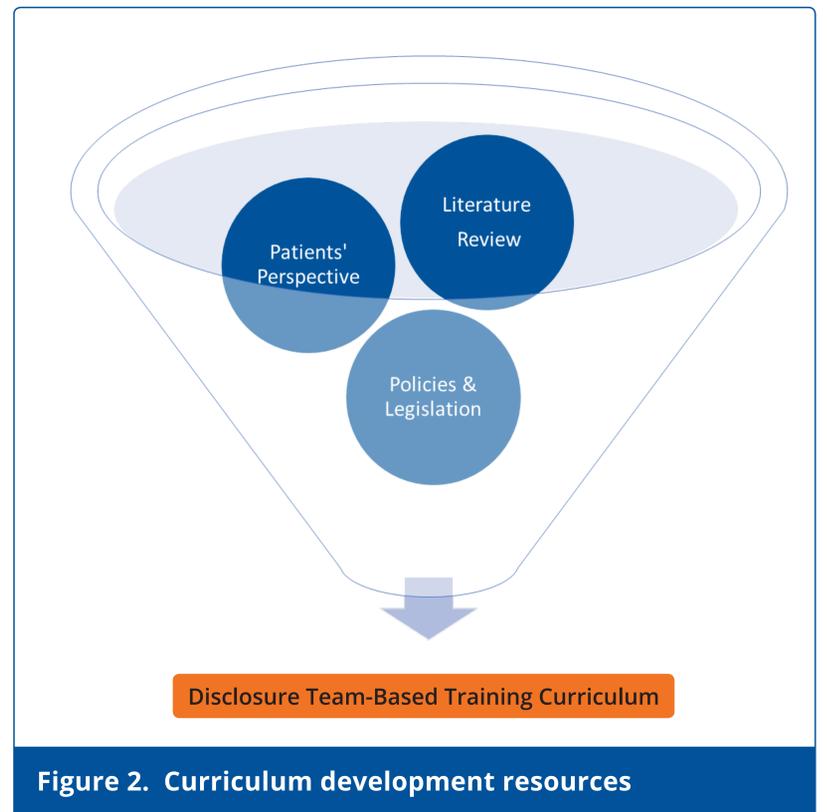


Figure 2. Curriculum development resources

Summary of Results

A training curriculum was developed to teach healthcare professionals involved in disclosure how to approach disclosing critical incidents in a patient-centred and well-structured manner. The curriculum takes an authentic learning approach. Disclosure elements and communication strategies are learned through lecture, simulation, reflection, and case study reviews grounded in real-life disclosures.

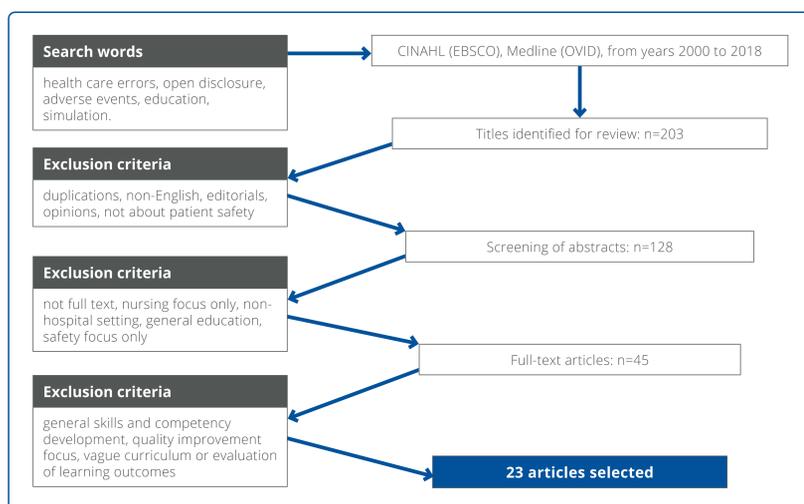


Figure 1. Literature review: Scoping for curriculum development on open disclosure of care errors

Disclosure of Critical Incidents Curriculum

Authentic Learning Framework	
<small>Herrington, J & Oliver, R. 2000. An instructional design framework for authentic learning environment. Education Technology Research & Development, 48(3), pp. 23-48</small>	
<ol style="list-style-type: none"> 1. Authentic Context 2. Authentic Activities 3. Expert Performance 4. Multiple Roles & Perspectives 5. Collaboration 6. Reflection 7. Articulation of Knowledge/Skills 8. Coaching & Scaffolding 9. Authentic Assessment 	<div style="display: flex; flex-wrap: wrap;"> <div style="background-color: #f4a460; padding: 5px; margin: 5px;">Real Life Relevance</div> <div style="background-color: #90c990; padding: 5px; margin: 5px;">Open Ended inquiry/ Thinking Skills</div> <div style="background-color: #a0c0c0; padding: 5px; margin: 5px;">Discourse Engagement/ Social Learning</div> <div style="background-color: #c04040; padding: 5px; margin: 5px;">Learning Application in Practice</div> </div>

Proposed Elements of Curriculum Design

Facilitators: Expert Physician, Quality & Patient Safety Representative, Hospital Legal Representation

Objectives & Competencies	Concepts & Content	Teaching Strategies	Evaluation of Learning Outcomes
Reflective of those required for disclosure	Disclosure elements Legal concepts	Lectures, group exercises, videos, demonstrations	Formative & summative evaluation
Co-designed with patient partner	Communication strategies useful for disclosure	Simulation, standardized patients	Direct feedback provided by patient actor
Organizational support: leadership, policies, guidelines	How to apologize Case scenarios grounded on real-life disclosures	Coaching & scaffolding Reflection, discussions and constructive feedback	Course evaluation

Figure 3. Disclosure of critical incidents curriculum