

**A comparison of pedagogical approaches to error communication training:
A pilot study**

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Abstract

The literature advocates full, transparent disclosure following a medical error. However, many barriers to such disclosure exist. A significant barrier is healthcare providers do not feel prepared for these difficult conversations. This can be particularly challenging if an error occurs in a pediatric setting when the conversation with a parent may be more demanding than similar conversations in the non-pediatric settings. Evidence supports the need for additional research into the effectiveness of education approaches used to increase providers' competence in error disclosure. A randomized controlled study will be performed to compare two learning strategies as part of a quality improvement initiative at the study site. Potential risks are minimal and include participants concerns regarding their performance in a simulated scenario. This will be mitigated by maintaining confidentiality regarding performance and reporting aggregate data only. The study will be beneficial for participants, the organization, and the College as it will increase individual knowledge and skills and assess the effectiveness and feasibility of both methods of education

Description

This collaborative study is a work in progress and data collection will occur in December 2014. The purpose of this study is to compare the effectiveness of two different pedagogical approaches to error communication training. The research question guiding this study is "Which learning strategy, interprofessional education (IPE) or self-study is most effective for promoting team error disclosure and communication skills?"