Understanding the feasibility of online moderated workshops on disclosure and apology
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Introduction/Objectives
Disclosure and apology following medical error and adverse events is among the most challenging conversations for healthcare professionals. The Institute for Professionalism and Ethical Practice (IPEP) has conducted daylong, in-person educational workshops for clinicians to enhance communication and relational skills for disclosure and apology. Since 2014, IPEP's Advancing Relational Learning Worldwide project has been developing faculty-moderated, two-hour, interactive online pilot disclosure and apology workshops. The purpose of this study was to assess the feasibility of interactive communication and relational training on disclosure and apology online.

Methods
Researchers collected data from three pilot online disclosure and apology workshops. One researcher (CH) attended one pilot online workshop as a participant observer, and a second researcher (ML) attended two pilot online workshops. We analyzed data from two exercises common to both the online and in-person workshop formats. In all workshops, an “Advise a Colleague” whiteboard exercise prompted participants to share what they might say to a colleague in preparation for a disclosure and apology conversation. We also analyzed data from the “Take Homes” whiteboard activity where participants could reflect on learning at the end of the workshop. As an additional comparison, data from these activities in two in-person workshops were reviewed. Content analysis was used to categorize similarities of responses.

Results
The pilot workshops had a total of 38 participants. The “Advise a Colleague” whiteboard exercise produced 59 total responses across the 3 pilot workshops. The following concepts emerged equally in both online and in-person workshop settings: apology, teamwork, clarity, continuity, patient/family support, presenting the facts, attention to the setting for the conversation, planning, and emotion. The “Take Homes” whiteboard exercises from the pilot online workshops generated a total of 42 responses. In each online workshop participants gave feedback on both the educational learning and the technical experience. Many participants commented that they were pleasantly surprised by the effectiveness of the online format, despite some initial technical challenges. By the last pilot workshop, 91.7% of responses were positive on both the educational learning and the participant’s experience of the interactive online format.

Discussion/Implications
The sensitive nature of the “Advise a Colleague” whiteboard exercise requires a collaborative learning environment to be effective. These findings suggest that similar learning may be achieved in the whiteboard exercise in a moderated online workshop format as an in-person workshop. The “Take Homes” whiteboard exercise speaks more to the acceptability to participants of the overall learning experience online. The results of this pilot study suggest an ability to establish a successful online learning community and comparable learning across in-person and online learning formats. Online educational formats may enhance the scalability and accessibility of disclosure and apology training workshops to a broader audience.