

Design Document

Training Title: Good Medicine Equity Series, Nurses Training Part B: Exploring Biases and Mitigating Their Impact

Business Goal and Problem	<p>Lack of equity in health care, defined by the World Health Organization as unfair and avoidable or remediable differences in health among population groups defined socially, economically, demographically or geographically, is a widely recognized problem. At Good Medicine Healthcare System, recent patient satisfaction survey results indicate a relatively low satisfaction rate (50%) among non-white patients on key measures of interaction with staff. At the same time, demographic trends show increasing diversity in the communities served by the healthcare system.</p> <p>Specific complaints from the survey indicate that nursing staff may be unaware that common biases shape interactions with patients and they are not currently engaging in a self-reflective practice to identify such biases. Nor are they using strategies to mitigate bias in patient interactions. Specific comments from the survey's open-ended questions support this conclusion, for example:</p> <p>"I see the nurses speak pleasantly with the white patients, but they are abrupt and almost unfriendly with me and my family."</p> <p>"The nurse was so disrespectful to my mother because her English is poor."</p> <p>"It feels like no one really listens, it feels like they assume I'm just like any other Hispanic person!"</p> <p>Given that there can be serious negative health impacts when patients experience inequity, Good Medicine Healthcare has undertaken a series of steps to address diversity, equity, and inclusion and this course is one part of the multi-phase plan that involves all staff. Part of a series of courses entitled, "Good Medicine Healthcare Excellence through Equity Series," this course, Training for Nurses Part B: Exploring Biases and Mitigating their Impact," provides tools for employees to examine their own implicit biases, and provides guidelines for better patient interactions.</p> <p>To work towards better healthcare delivery and outcomes among an increasingly diverse patient population, Good Medicine's Equity series seeks to improve patient satisfaction amongst people of color as measured in survey scores on key measures of interaction with staff by 20% within an 18-month period.</p>
Target Audience	<p>Nurses in Good Medicine Healthcare clinical settings are the target audience for this training. Demographics of this group at Good Medicine Healthcare indicate learners are primarily white, 85% female aged 25-65 years. Nursing staff have a clear understanding of what good healthcare with positive health outcomes looks like and want to deliver good healthcare. There is a range of understanding regarding causes of health inequities and the role clinical settings play in fostering or helping to correct this problem.</p>
Learning Objectives	<p>Terminal LOs:</p> <ul style="list-style-type: none">• Learners will implement a practice of ongoing self-reflection to identify implicit bias.• Learners will use strategies to help mitigate bias in patient interactions.

	<p>Enabling LOs:</p> <ol style="list-style-type: none"> 1. Learners will recognize the nature of implicit bias. 2. Learners will recognize how implicit bias can affect healthcare delivery.
<p>Training Recommendation</p>	<p>Delivery Method: e-Learning using Storyline and two job aids</p> <p>Approach: The e-Learning course uses a nurse character guide to mirror concerns and questions already voiced in the clinical setting. A mini-scenario using the Black Maternal Health Crisis helps the learner see how use of the mitigating strategies improves patient interactions and can lead to better outcomes.</p> <p>Job aid one is a reminder of the three mitigating strategies and recommended placement is a discrete location at the nurses' station of each department or the breakroom.</p> <p>Job aid two reminds the learner of the four self-reflection aids they can use to implement their practice. It will be designed as a more personal bookmark form.</p>
<p>Training Time</p>	<p>Training time is estimated at 15 minutes.</p>
<p>Deliverables</p>	<p>Design Doc Storyboard e-Learning module developed in Storyline: source file Published zip storyline file in SCORM compliant format Job aids (2)</p>
<p>Training Outline</p>	<ol style="list-style-type: none"> I. Welcome/Introduction <ol style="list-style-type: none"> A. Context of this course within the series <ol style="list-style-type: none"> 1. Second in the series for nurses, builds on the first B. Navigation <ol style="list-style-type: none"> 1. Learner has the option to view this slide or skip C. Learning Objectives <ol style="list-style-type: none"> 1. Learners will implement a practice of ongoing self-reflection to identify implicit bias. 2. Learners will use strategies to help mitigate bias in patient interactions. II. Implicit Bias <ol style="list-style-type: none"> A. What is implicit bias <ol style="list-style-type: none"> 1. All the unconscious stereotypes and attitudes we have about certain groups of people that we've developed over our lifetimes <ol style="list-style-type: none"> a) Shapes our actions b) May negatively impact a patient's healthcare experience B. About implicit bias

1. Everyone has it
 2. Recognizing takes work
 3. Can identify and eliminate
- C. How to discover your bias
1. Role of self-reflection
 - a) Hard work of uncovering implicit bias is rooted in self-reflection
 2. Self-reflection aids
 - a) Expand perspective
 - (1) Explore diverse experiences via media, meeting those with shared interests
 - b) Examine messaging
 - (1) Some categories our brains create may be based on stereotypical thinking that get played out in our thoughts and speech, examining our messaging may provide insights
 - c) Take notice
 - (1) How to take notice of your reactions and thoughts when you encounter 'others' in daily life
 - d) Implicit association
 - (1) What these tests reveal, how to productively reflect on taking the tests, link provided after completion of course
- D. Knowledge check
1. Five matching statements with content from A-C above

III. Mitigating Strategies

A. Introduction of three tools

1. Flip perspective
 - a) Purposeful act of considering the patient's point of view can help caregivers better connect with and help patients have a more positive experience and contribute to better outcomes
2. Individuation
 - a) The practice of purposefully treating each person as a unique individual in order to avoid stereotypical thinking
3. Mindfulness
 - a) A state of active, open attention to the present moment that, when engaged in, lessens the reflex to fall back on our stereotypic thinking that we have when we are stressed and rushed

B. Black Maternal Health Crisis clinical scenario to illustrate tool use outcomes and non-use outcomes

1. Nurse character interacts with patient with and without each of the three tools during a clinical visit where the patient has missed her last prenatal appointment
 - a) Flip perspective
 - (1) With using: nurse recognizes that patient may be worried about low weight gain especially after missing last appointment - interaction is guided by empathy; result is patient reassured that nurse will note the concern with the doctor and she is encouraged to reschedule

(2) Without using: all of patients worries are still there and the negative interaction does not offer any encouragement for coming in sooner if another appointment is missed

b) Individuation

(1) With using: nurse interacts with patient asking follow up questions from last visit, taking an interest encourages patient to share why appointment was missed (morning sickness) and patient is assured that this will be noted for doctor response, and learns to call to reschedule and will be worked in

(2) Without using: patient feels ignored and morning sickness is not noted

c) Mindfulness

(1) With using: even though the nurse is very busy, she actively focuses her attention on the patient and learns about the patient's concerns, patient feels valued

(2) Without using: nurse is swept up in the chaos of the day and does little to make the patient feel confident in her care

IV. Evaluation

A. Scenario-based quiz with five graded questions

B. 80% passing grade

V. Congratulations

A. Expectations reiterated

1. Implement a practice of ongoing self-reflection to become aware of their own biases.

2. Use strategies to help mitigate bias in patient interactions.

B. Provide Implicit Association Test web address (recommended self-reflection aid)

Assessment Plan

Level 2 Assessment:

Knowledge check for implicit bias section (ungraded, matching) highlights major concepts from the first section focusing on why understanding bias is important and the importance of self-reflection. Learner is given two attempts with correct answers reviewed on "Incorrect" slide.

Scenario-based multiple-choice quiz with passing grade of 80% includes questions regarding how to use the self-reflection aids, and how the strategies to help mitigate bias in patient interactions are implemented. There are five questions and no limit on the number of retry attempts.

Level 3 Assessment:

- Nursing supervisors in each department observe nurse-patient interactions informally
- Nursing supervisors in each department meet with nurses to discuss progress on implementation of self-reflection as an ongoing practice (inquiry of identified biases is NOT recommended unless raised by individual nurses) and use of mitigating strategies at 6 month individual check-in meetings
- Nursing supervisors report advances and challenges at annual meeting with Director of Nursing