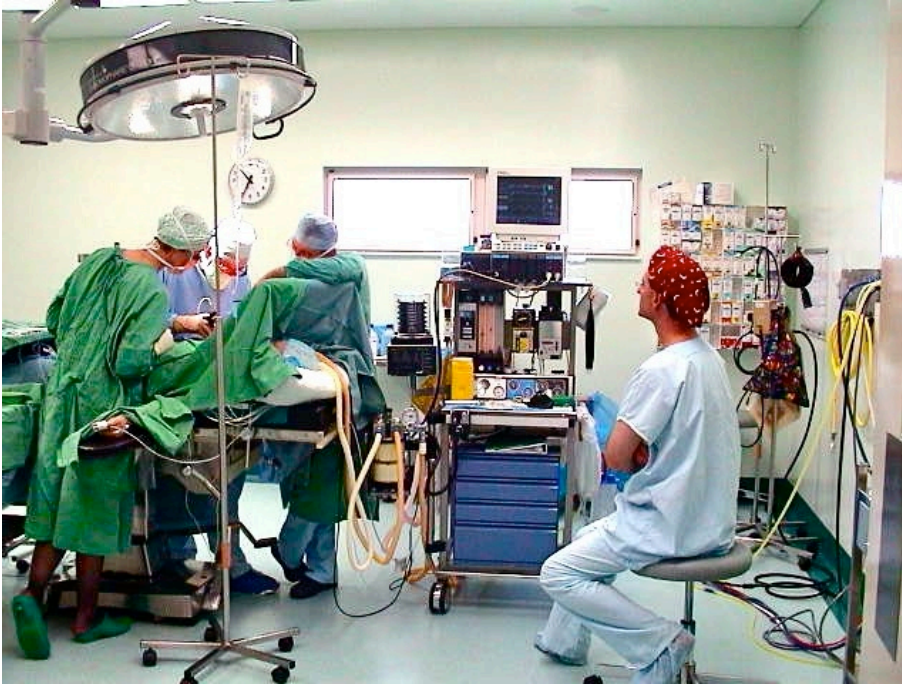




HEAPS

ErroMed

The Human Error And Patient Safety Training Programme



*“Human Factors
is the study of
human performance,
or to put it another way:
‘It ain’t what you do
- it’s the way that
you do it’ ”*

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ErroMed’s **Human Error and Patient Safety (HEAPS)** programme is an ongoing project in its 11th year of implementation, helping healthcare workers integrate ‘human factors’ into healthcare worker training, and giving practical insights to reduce clinical errors and improve patient safety in their workplace.

The flagship two-day HEAPS course covers the following topics:

- Why human factors is important
- The lessons learned from other fields of human endeavour (such as aviation, nuclear power and the military) about human error and safety
- The psychology of why and how clinicians make errors
- The factors that shape human performance
- Error management strategies
- The role of ergonomics in patient safety
- The anatomy and physiology of clinical teams
- Using team effectiveness markers in clinical practice
- Roles and styles of leadership
- Situation awareness and perception of clinical risks

- The acquisition of expertise
- Communication tools for patient safety:
 - communication styles model
 - graded assertiveness
 - transparent communication
 - specific, directed, acknowledged communication
 - challenge-response protocol
 - the ‘below-ten’ rule
 - briefing and handover tools e.g. ‘FIRST’, ‘SBAR’ and variants, ‘handing over/taking over’
- Interviewing clinicians after adverse events
- Systematic analysis of incidents
- Ethical disclosure of incidents

These topics can also be broken up and delivered into smaller modules (e.g. one-day, four-hour, two-hour or one-hour), as stand-alone seminars or as part of a series within a wider training programme.



Educational approach

ErroMed believes that
*it's not what
presenters teach,
it's what
participants learn*

that counts, and prides itself on the use of innovative didactic and non-didactic techniques to achieve its educational objectives, focusing on interactivity and the needs of the learner. Clients who train with us are encouraged to use their personal skills and talents to develop new ways of delivering the core material.

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- Of over 1200 HEAPS participants surveyed, 98% agreed the course was useful and relevant; 93% said it would change the way they work; 93% would recommend the course to others.
- Independent studies show that HEAPS positively changes clinicians' attitudes to patient safety.
- At 3- and 6-month reviews, participants report actual changes in practice as a result of HEAPS.

- **"This course was one of the very best in terms of content, presentations and relevance I have ever attended"**

- **"Affirms that what I am doing already is worthwhile; gives a new fresh and thorough approach to incident investigation; gives me a good strategy for dealing with difficult situations and to teach my staff e.g. graded assertion"**

- **"Dynamic course, kept on track, interesting presenters; presenters were interested in you personally and valued you and your experience; great examples of concepts to medical and nursing issues"**

- **"Fantastic content, extremely well presented; very passionate, credible presenters, great diversity of content and media; Great pace, well executed"**

- **"Such an innovative presentation – challenges the way we think and our paradigms; excellent to have issues and examples other than health care"**

The HEAPS Train-the-Trainer Programme

HEAPS TTT is a large-scale training and rollout programme that has been successfully implemented in regions of Australia and Canada. It is based on the simple philosophy that teaching adults is a form of complex human performance, like treating patients. As such the same fundamental factors that affect clinical performance can affect trainer (and trainee) performance.

We call this 'the human factors of teaching human factors'.

HEAPS trainers are taught to pay attention to the ergonomics of training when designing courses for others, as well as the communication, teamwork, leadership and situation awareness skills needed to keep courses on track and to gauge participants' reception of concepts. Trainers are taught to 'walk the talk'; and not surprisingly this approach is remarkably consistent with trends in modern educational theory. An independent prospective evaluation framework can be incorporated into the programme to assess the impact of training at ground level.