Disclosures

None 😞
Define Psychological Safety

Examine possible breaches to psychological safety

Discuss ways to keep simulation participants psychologically safe

Discuss ways to apply this learning to your simulation repertoire
A shared belief that the team is safe for interpersonal risk taking.

Focuses on a belief about the group norm or how group members think they are viewed by others in the group.

Serves as a safety net for people to think and behave

Role of facilitator is to help create and maintain an environment where people are comfortable being or expressing themselves.

VS. TRUST: Trust focuses on a belief that one person has about another.
What Happened?

- Threatening
- Interrupting
- Patronizing
- Assuming
- Attacking
- Intimidating
- Overriding
“Healthcare professionals take psychological risks when they allow their performance to be watched and analyzed by peers and instructors. Thus, developing and maintaining a psychologically safe learning environment is important.”

Reference: Debriefing Assessment for Simulation in Healthcare (DASH), The Center for Medical Simulation, www.harvardmedsim.org/Research/DASH ©
The Basic Assumption

“To maintain psychological safety, skilled debriefers give participants the benefit of the doubt, and regard mistakes and good performance as a mystery to be analyzed rather than as a crime to be punished or success to be simply lauded. They develop and maintain an environment that is not harsh and negative, nor one that hides their opinion in a falsely non-judgmental way.”

Reference: Debriefing Assessment for Simulation in Healthcare (DASH), The Center for Medical Simulation, www.harvardmedsim.org/Research/DASH ©
Prebriefing

Begins as soon as participants enter the room

- Break the ice
  - Introductions are important
  - Let them know you appreciate them coming
- Smile
- Know their names
- “Work the room”
Pay Attention to:

"Your feelings about participants (bias, judgment)"

"The participant’s reaction to the simulation"

There are many reactions a simulation participant can have.
Simulation Participant Psychological Safety Flowchart

Normal State

Is the Participant Emotionally Compromised?
- Yes: Did using your debriefing techniques help the Participant?
  - Yes: Continue to evaluate Participant
  - No: Take a Break and have a discussion

- No: Continue with debriefing

Level I

Is the Participant better?
- Yes: Rejoin group
- No: Engage a Specialist
  - Yes: Call Employee Assistance for Immediate HELP
    - 1-800-832-7733
    - 24 hrs./7 days
  - No: Refer Participant to the Intermountain Employee Assistance Program

Level II

Is the Participant better?
- Yes: Rejoin group
- No: Take a Break and have a discussion

Level III

Engage a Specialist
- Is Employee Assistance needed immediately?
  - Yes: Call Employee Assistance for Immediate HELP
  - No: Refer Participant to the Intermountain Employee Assistance Program

Resources
- To schedule an appointment call 1-800-832-7733
- Website: http://intermountainhealthcare.org/services/eap/Pages/home.aspx
Participant shows signs of psychological compromise.

Simulation Educator will use identified debriefing techniques of:

- Advocacy/inquiry to uncover frames
- Normalization
- Acknowledgement of feelings
- Giving control, etc.
Participant shows no signs of improvement.

The Simulation Educator will:

“Take a break in debriefing and have a one on one with the participant.

“During this break the Simulation Educator will continue to use debriefing techniques to understand the frames of the participant, maintaining a questioning attitude and looking for improved composure and emotions.
Participant shows continued emotional displays, such as weeping, anger, self-injury, and suicidal statements.

If all debriefing techniques are not helping even after being separated from the group and the participant is severely compromised the Simulation Educator needs to:

“Engage a specialist and call Employee Assistance immediately. This is a rare level but all Simulation Educators need to know when to call for professional help. The Simulation Educator needs to stay with the participant until a handoff is completed.”
Emotional compromise may not happen very often, but when it does you need to be prepared to address the concern.