Psychological safe in clinical microsystems

Microsystem Festival

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Jonkoping, Sweden

Lia Fluit & Tim Klaassen, RHA Research in Learning and Education Nijmegen, the Netherlands

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Outline of the seminar

- Introduction
  - What is psychological safety (and what not)?
  - What do we know about it?

- Pschychological safety in your own context (small groups)

- Hierarchy and safety in health care and health care education

- Hierarchy in your own context (small groups)

- General discussion and take home messages

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Why not speak up?

Nobody wants to be	So therefore…
ignorant	don't ask questions
Incompetent	don't admit weakness or mistakes
Intrusive	don't offer ideas
Negative	don't critique or give feedback

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Psychological safety (Amy Edmondson)

Is a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes

Critical factor in understanding phenomena such as voice, teamwork, team learning (eg sharing information, initiative), and organizational learning

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Psychological safety is NOT

- about being nice

- a personality factor

- just another word for trust

- about lowering your performance standards

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Learning from errors

Learning from Google

Learning from QI projects in the NICU

Learning from residents speak up

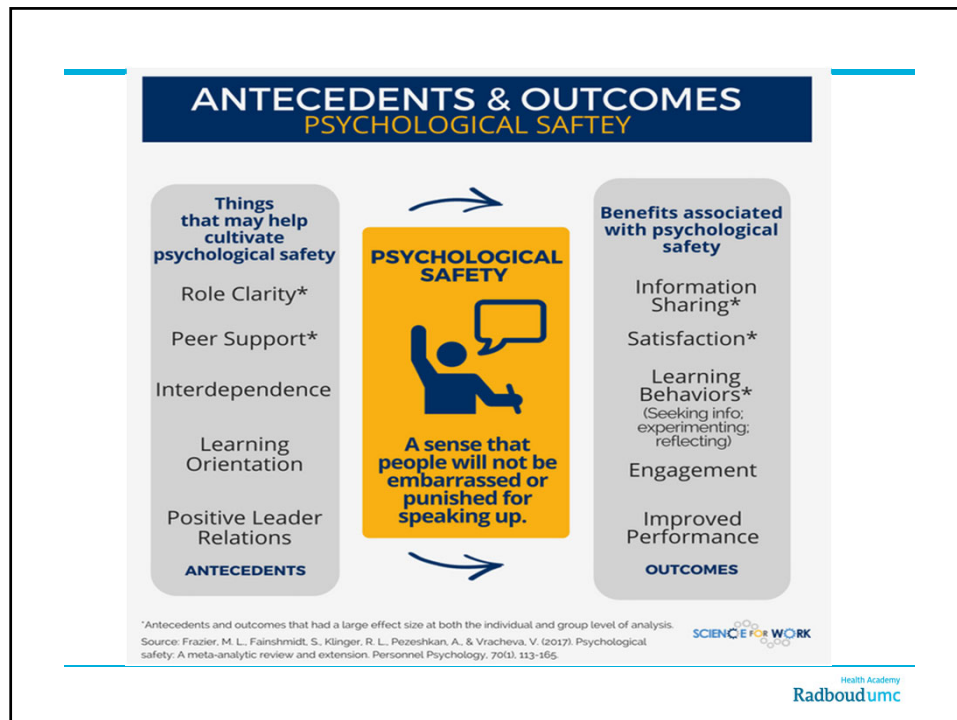## Creating psychological safety

work to learn

be curious

acknowledge own fallibility

Amy Edmondson's Psychological Safety

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PS implications for leadership

Set the stage	set expectations
	clarify need for voice/speak-up
	be an example
Invite participation	acknowledge failibility
	proactively seek input, ask for feedback
	reduce status gaps
Respond adequate	appreciate questioning, sharing ideas, sharing mistakes, dilemmas
	destigmatize failures (reframing)
	sanction clear violations

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Psychological safety questionnaire

1. If you make a mistake on this team, it is often held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized.

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Break out groups

CHANGE AHEAD

Read the items of the psychological safety questionnaire.

How would you judge your own team/department/organisation?

Formulate one action point to work on for the next period

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Hierarchy and psychologcial safety

- Hierarchy, degree of authority and respect to individuals based on position in system inhibits PS

- Lower status members who experience leader inclusiveness and less power distance experience more PS en are willing to report more adverse events

- Residents under-report adverse events (although most often directly involved in patient contacts)

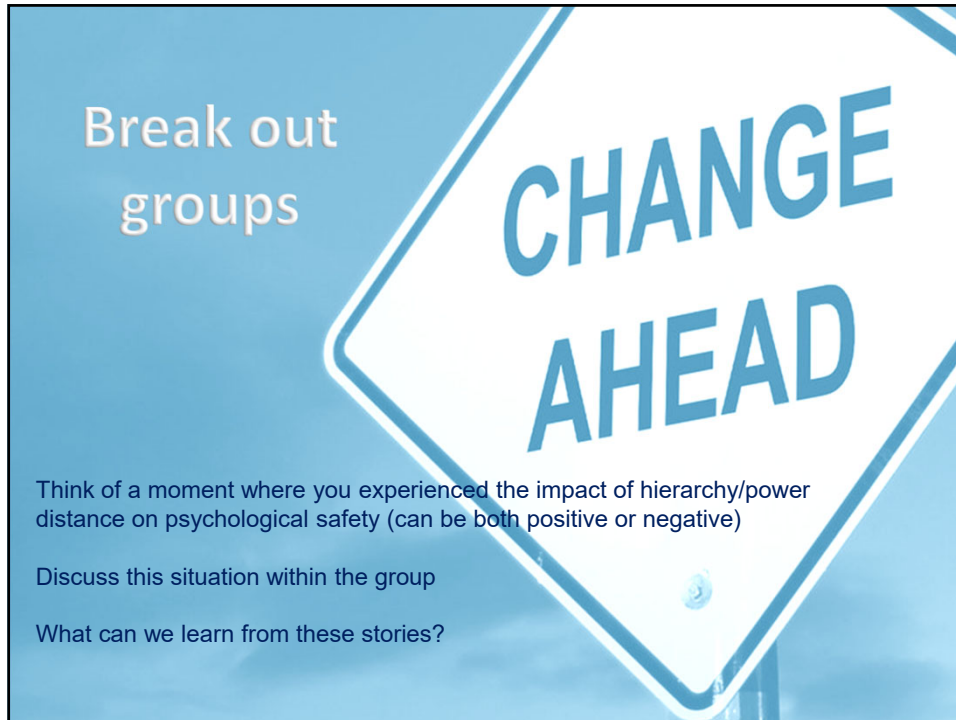- People with higher status in the system experience more PS

EFFECT system

- Evaluation and feedback for effective clinical teaching

Break out groups

Think of a moment where you experienced the impact of hierarchy/power distance on psychological safety (can be both positive or negative)

Discuss this situation within the group

What can we learn from these stories?

Conclusions

- Psychological safety plays a role in team performance and team learning, especially when there is uncertainty and interdependency

- Psychological safety reduces interpersonal risk that is inherent in learning in a hierarchical environment

- People are willing to share more ideas, admit mistakes, ask for help and provide feedback and speak-up

- People who experience more psychological safety are willing to give more upward feedback

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Difference trust & psychological safety
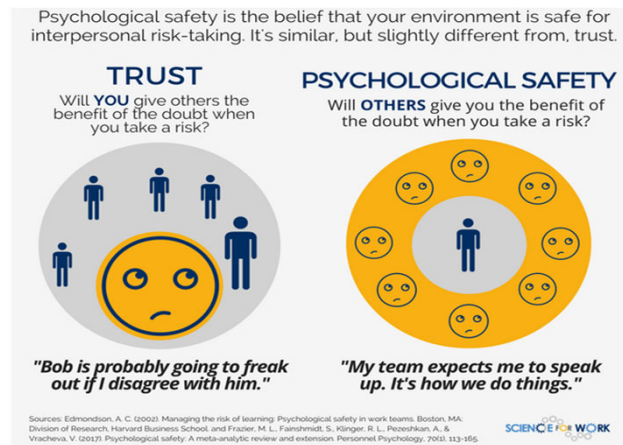
Enkele onderzoeksdata

- Individueel niveau
  - Prohibitive voice strongly related to PS
  - Direct positive effect of PS on voice
  - PS predicted involvement in creative work

  Organizational level
  - Climate of trust, cooperation, and shared codes related to organizational performance
  - Climate for initiative and for PS correlated with firm performance
  - PS mediated relation between failure based learning and high quality relationships (and thus organizational learning)

Research shows

- Group level
  - PS is essentially a group-level phenomenon
  - PS promotes team performance (teamlearning as mediating factor)
  - Communicating openly through experimentation, discussion, decision making are determinants of succesfull team performance
  - Psychological safe environment enables divergent thinking, creativity, and risk taking and motivates engagement in learning, thereby promoting team performance
  - PS enables learning behaviors involving reflection
  - Greater team autonomy associated with greater PS
  - Increase in PS lowered team turnover and improved performance
  - Leader behavior influences trust, leading to PS
  - PS important in esthablishing new routines (particularly disrupt change)
  - PS alone may not lead to team learning, requires conditions (eg. information sharing, leadership, social interaction, conflict)

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