

Slide 1



Pedagogical Emotional Literacy

Slide 2

Psychological Safety

belief that you won't be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes

Psychological safety describes people's perceptions of the consequences of taking interpersonal risks in a particular context such as a workplace. org psych scholars – 1960s; renaissance in 1990s critical factor in understanding phenomena such as voice, teamwork, team learning and organisational learning crucial for collaboration – enables teams and organisations to learn facilitates willing contribution of ideas and actions to a shared enterprise Psychological safety is associated with learning at all levels – individual, group and organisational. However, phenomenon lives at group level

Slide 3

Psychological Safety

"a shared belief that the team is safe for interpersonal risk-taking."
Edmondson (2014)

Edmondson, A.C. & Lei, Z. (2014) Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct. *Annual Review of Organizational Psychology and Organizational Behaviour*. 1: 23-43.

Edmondson, A.C. & Lei, Z. (2014) Psychological Safety: The History, Renaissance, and Future of an Interpersonal Construct. *Annual Review of Organizational Psychology and Organizational Behaviour*. 1: 23-43.

Slide 4

Psychological Safety

"Importantly, psychological safety may not completely mitigate feelings of interpersonal risk. Rather, it tends to create a setting where **learners feel safe enough to embrace being uncomfortable.**" (Rudolph, 2014)

Rudolph 2014

Slide 5

Educational Safety

"subjective state of feeling freed from a sense of judgement by others such that learners can authentically and wholeheartedly concentrate on engaging with a **learning task** without a perceived need to self-monitor their **projected image**" Tsuei (2019)

Hsiang-Te Tsuei S, Lee D, Ho C, et al. (2019) Exploring the construct of psychological safety in medical education. Academic Medicine. 94(11S): S28-S35.

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Slide 6

Educational Safety

- Ensure interactions with learners that are friendly, caring and non-judgemental
- Frame knowledge gaps as opportunities for growth rather than something that triggers shame - reinforce that learners' disclosed weaknesses or knowledge gaps are learning opportunities not deficits to hide
- Ask questions that stimulate critical thinking and curiosity (not simply facts)
- Ask questions to which they themselves do not know the answer modeling curiosity, self directed learning and humility
- Check in with learners to better understand if they have created educational safety
Kinnear (2022)

Kinnear, B., DeCoursey, B., Caya, T., Baez, J. & Warm, E.J. (2022) Things We Do for No Reason™: Toxic quizzing in medical education. Journal of Hospital Medicine, 1-4. doi: 10.1002/jhm.12846

Kinnear, B., DeCoursey, B., Caya, T., Baez, J. & Warm, E.J. (2022) Things We Do for No Reason™: Toxic quizzing in medical education. Journal of Hospital Medicine, 1-4. doi: 10.1002/jhm.12846

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