



Managing Psychological Safety in Multi-Cultural Educational Settings

Virtual Conference Workshop
Friday, February 12, 2021

Faculty



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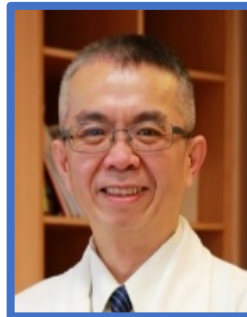


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Additional Collaborators



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Singapore

Objectives

- **Discuss the intricate connection between psychological safety and cultural differences**
- **List 3 simulation-based education scenarios in which the psychological safety of participants are impacted differently due to diverse cultural factors**
- **Construct a plan to optimize psychological & cultural safety in diverse settings**

Agenda

- ❑ **Welcome & Introductions**
- ❑ **Diversity**
- ❑ **Psychological & Cultural Safety**
- ❑ **Safety Risks**
- ❑ **Prevention & Intervention Strategies**
- ❑ **Summary & Take-Home Points**

(worksheet in chat box)



What about YOU? How diverse is this group?

**Lisa Altshuler
Chaoyan Dong**

One's own culture provides
the **lens** through which we view the world;
the **logic** ... by which we order it;
the **grammar** ... by which it makes sense.



(Avruch and Black, 1993)

Poll Question 1:

You're invited to a party scheduled to start at 8 pm – what time do you arrive?

- A. 7:59 pm
- B. 8:15
- C. 8:45 pm
- D. 10 pm

Poll Question 2:

You're a resident and your attending recommended using a treatment that has since been replaced with a more evidence-based approach. Do you ...

- A. Ask the attending to explain why they have chosen that approach**
- B. Explain that a recent review article noted that there was a better approach**
- C. Do not say anything in the moment and talk to a chief or senior resident afterwards**
- D. Do not say anything in the moment but email the attending later**

Poll Question 3:

You're talking with a colleague at a conference and see a friend across the room you haven't seen for years.

What do you do?

- A. Hope you get a chance to catch up with the friend later**
- B. Wait for an opportunity to leave your colleague and to go say hi**
- C. Run up to them and hug them**
- D. Call to them across the room while waving at them**

Poll Question 4:

There is an important holiday coming up, but Covid is still an issue— what do you decide to do?

- A. Get together with your big extended family – this is an important tradition**
- B. Stay at home, and invite people to a zoom party**
- C. Get together with a smaller group of 8-10 of your closest relatives**
- D. Go visit your family but make sure everyone wears masks and stays far apart**

Poll Question 5:

At a work meeting, there are important decisions to be made about next steps on a project. Which style is more typical in your setting?

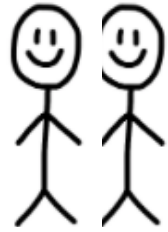
- A. A free-flowing discussion, with people jumping in to present issues to consider about the decision**
- B. The leader lays out the issues and choices, then presents the direction they think the group should take**
- C. People begin to argue about the decision, with strong opinions voiced loudly**
- D. People are quiet, uncertain about voicing their opinions and waiting to see what others think**

Poll Question 6:

You are having a conversation with a close colleague.

Which picture represents the personal distance that would be the most comfortable?

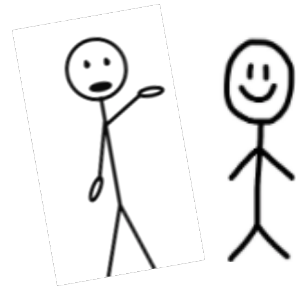
A



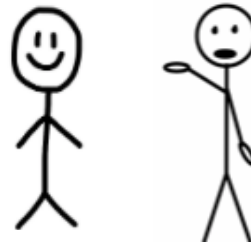
B



C



D





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Culture is the lens through which we view the world

Narrow Definition

Ethnicity
Race
Nationality
Religion
Sexual Orientation
Gender Identity
Disability
Health Beliefs
Family Structure
Profession
Institution

Broad Definition



**Everybody is
a unique
blend of many
different
cultures**

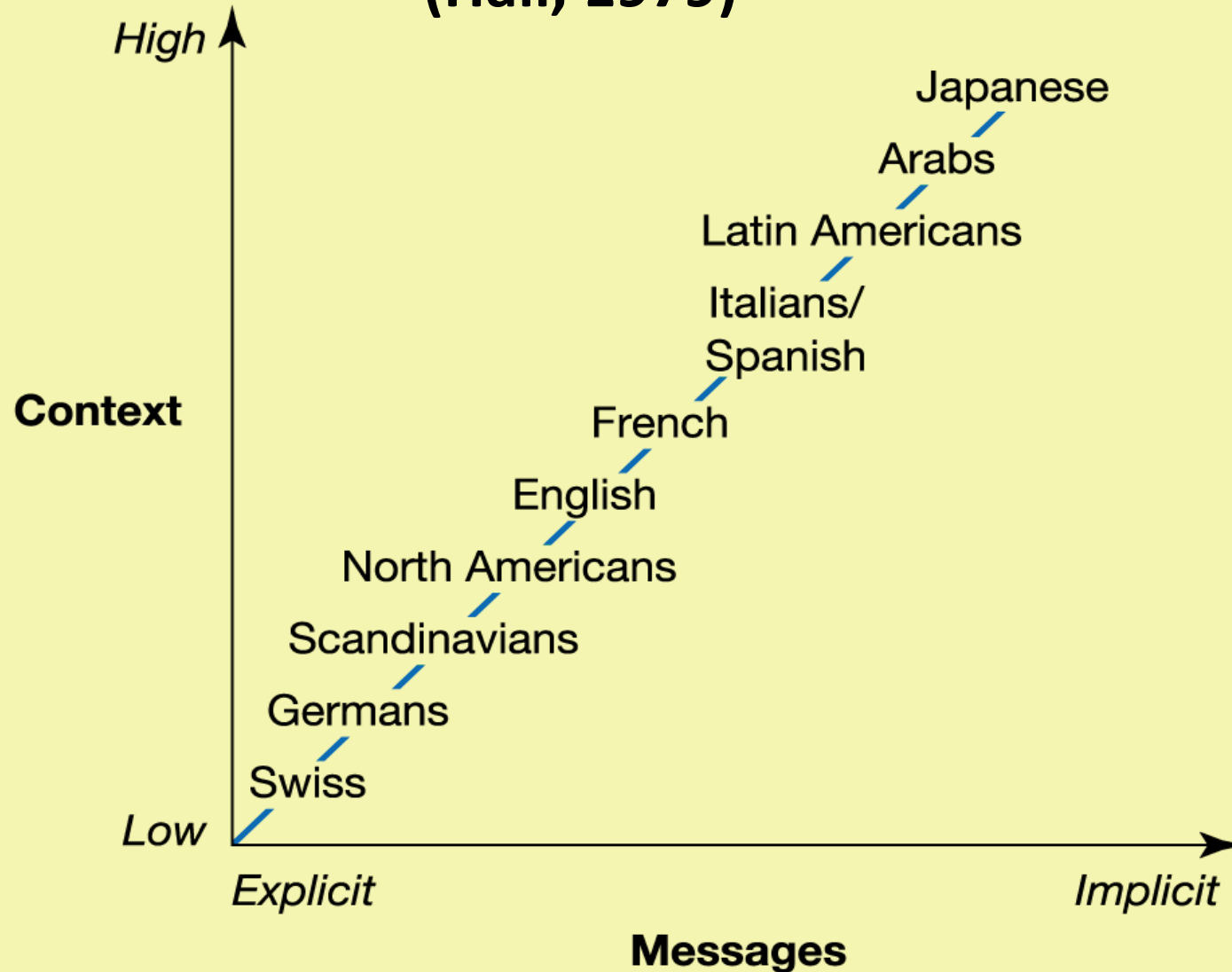
Hofstede's Cultural Dimensions

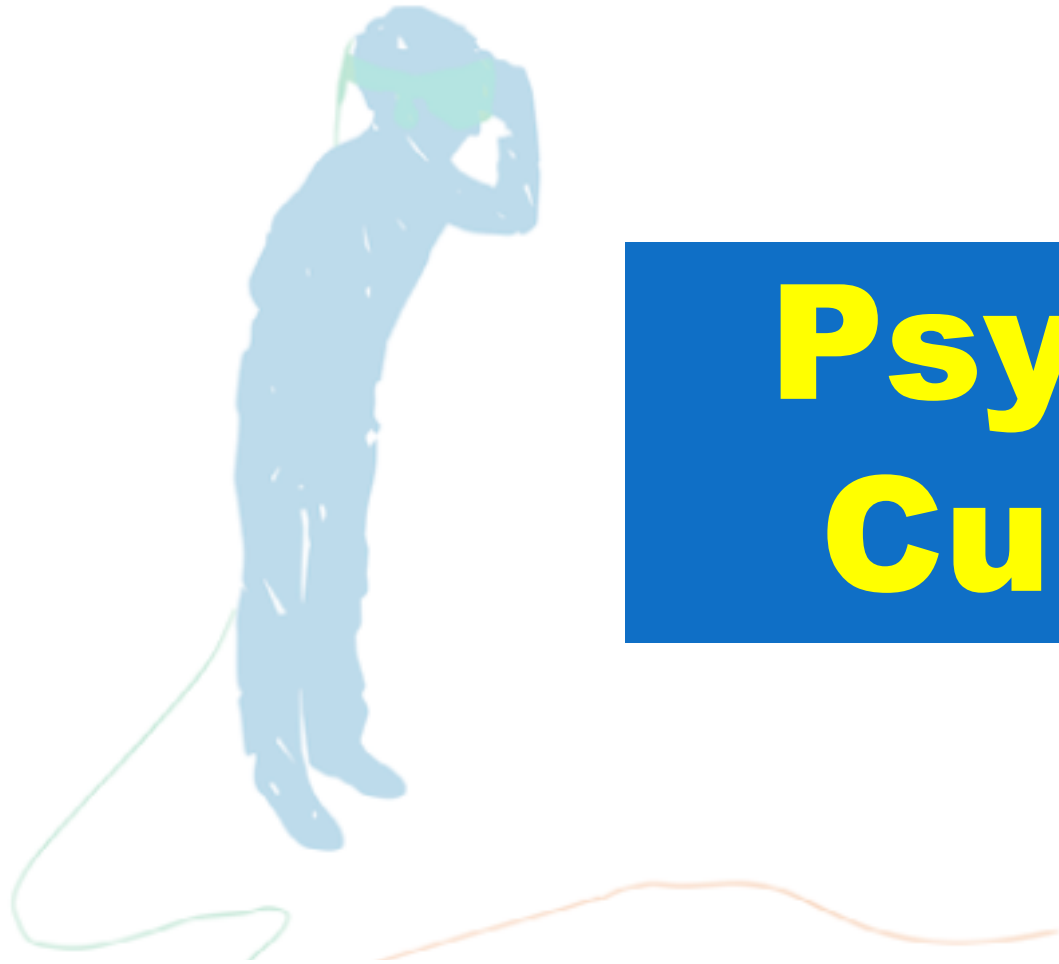
Low Power Distance	Power-Distance	High Power Distance
Collectivistic	Individualism	Individualistic
Feminine	Masculine-Feminine	Masculine
Low Uncertainty Avoidance	Uncertainty Avoidance	High Uncertainty Avoidance
Short Term	Future Orientation	Long Term
Restraint	Indulgence	Indulgence



Making Sense of What is Said

(Hall, 1979)





Psychological & Cultural Safety

Elizabeth Kachur

Psychological Safety

Showing one's self without fear of negative consequences to self-image, status or career.

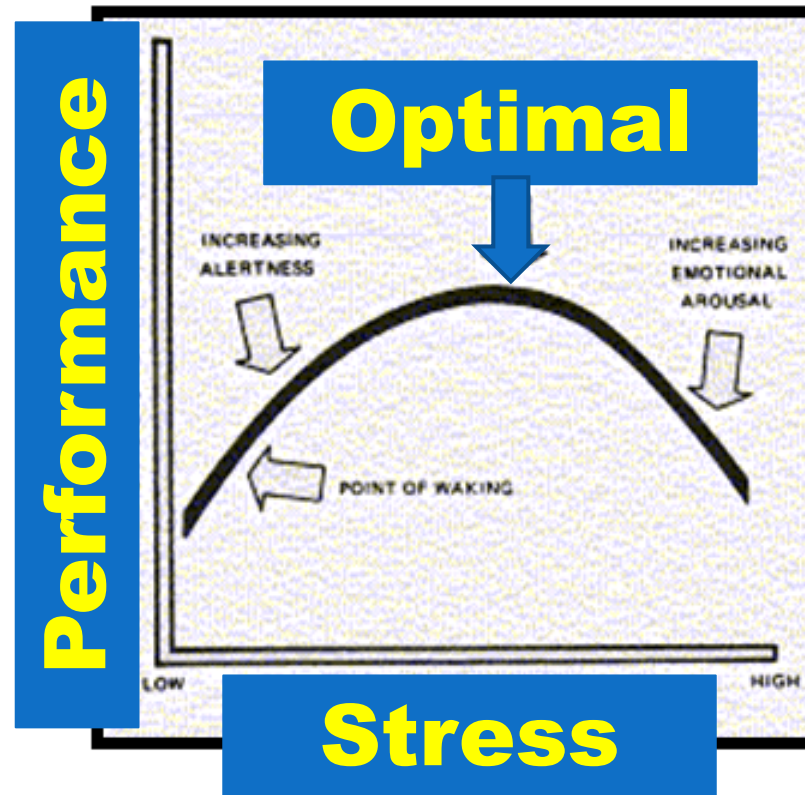
(Khan, 1990)

Cultural Safety

An environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need.

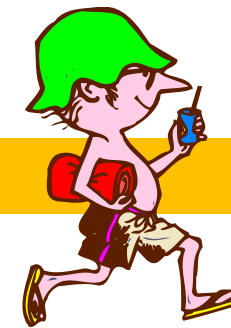
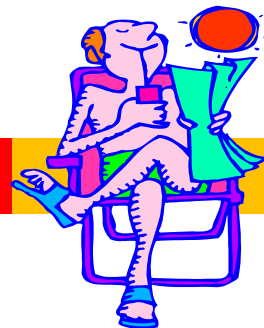
(Williams, 1999)

How much safety is needed?

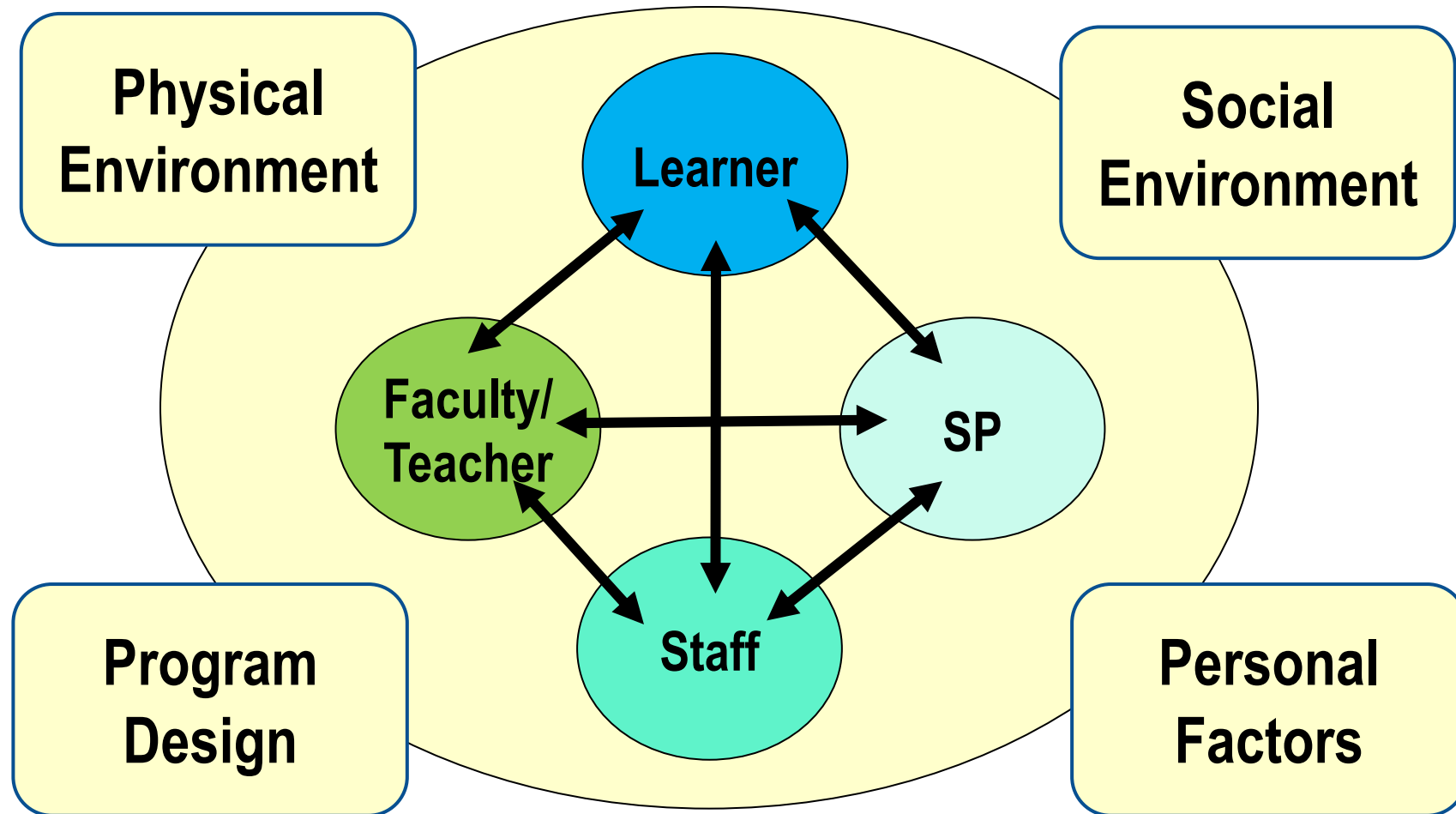


Yerkes-Dodson law

<http://www.nwlink.com/~donclark/hrd/arousal.html>



Factors Affecting Safety in Educational Settings



No Safety for One = No Safety for All



Photo: Sergiu Bacioiu (Wikimedia Commons) <https://www.flickr.com/photos/31191642@N05/4178226353>

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Domain 1. Safe Work Environment

Standards of Best Practice

1.1 Safe work practices	<p>1.1.1 Ensure safe working conditions in the design of the activity (e.g., number of rotations, number of breaks, physical, cognitive, and psychological challenges in the role portrayal).</p> <p>1.1.2 Anticipate and recognize potential occupational hazards, including threats to SP safety in the environment (e.g., allergenic substances, exposure to sharps, air quality, live defibrillators).</p> <p>1.1.3 Screen SPs to ensure that they are appropriate for the role (e.g., no conflict of interest, no compromising of their psychological or physical safety).</p> <p>1.1.4 Allow SPs to participate.</p> <p>1.1.5 Brief SPs to prevent physical injury or fatigue.</p> <p>1.1.6 Provide S</p> <p>1.1.7 Inform SPs and clients about the criteria and processes for terminating a simulation if they deem it harmful.</p> <p>1.1.8 Structure time and create a process for de-roling and/or debriefing.</p> <p>1.1.9 Monitor for and respond to SPs who have experienced adverse effects from participation in an activity.</p> <p>1.1.10 Provide a process for SPs and clients to report adverse effects from participation in an SP activity (e.g., documentation and action steps to resolve the situation).</p> <p>1.1.11 Support SPs who act in accordance with delineated program expectations if a complaint is made about them.</p> <p>1.1.12 Manage client expectations of an SP's possibilities and limitations.</p> <p>1.1.13 Work with clients to clearly define the expected scope of SP involvement in work assignments.</p>
1.2 Confidentiality	<p>1.2.1 Understand the specific principles of confidentiality that apply to all aspects of each simulation event.</p> <p>1.2.2 Ensure the confidentiality of simulation events.</p> <p>1.2.3 Protect the confidentiality of information that may be revealed within a simulation activity.</p>
1.3 Respect	<p>1.3.1 Respect SPs' self-identified boundaries (e.g., modesty, limits to physical touch, impact on person).</p> <p>1.3.2 Provide SPs with information about the expected scope of their participation in work assignments.</p> <p>1.3.3 Ensure that compensation for participation in work (e.g., may include payment for training and work time, travel expenses, food vouchers, gift cards).</p>



Risks Prevention Interventions

**Ginny Drda
Chaoyan Dong**

Let's Discuss a Sample Picture:

- ❑ **Safety Risks**
- ❑ **Prevention**
- ❑ **Intervention**



Let's Explore some Educational Settings!

- 1. Go into Breakout Rooms**
- 2. Review the pictures**
 - 1. Pre-brief/Debrief**
 - 2. Simulation**
 - 3. Feedback**
- 3. Identify potential psychological risks due to cultural differences**
- 4. Explore potential strategies for prevention & intervention**
- 5. Report back** **(15 min, handout in chat)**

**Let's Discuss the Pictures:
What potential Psychological & Cultural
Safety Risks did you identify?**

- 1. Pre-brief/Debrief**
- 2. Simulation**
- 3. Feedback**

Pre-Brief/ Debrief



1a



1b



1c

Simulation



2a



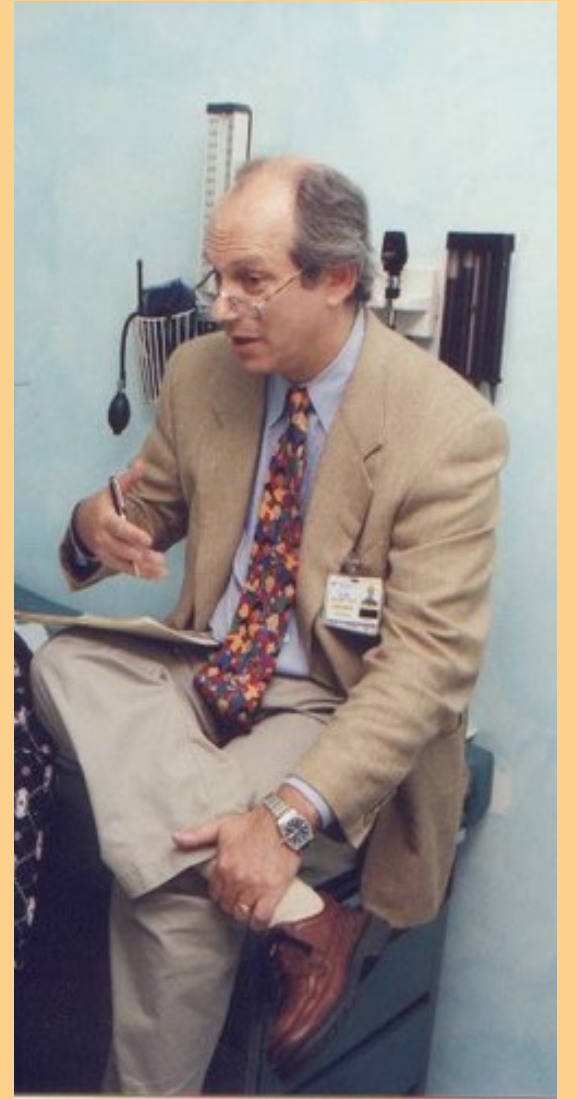
2b



2c

https://resources.nurse.com/imag/3524451.1539047311000/ln_line_-_iStock-911006670.jpg

**Feed-
back**



3a

**Feed-
back**



3b



Summary & Take-Home Points

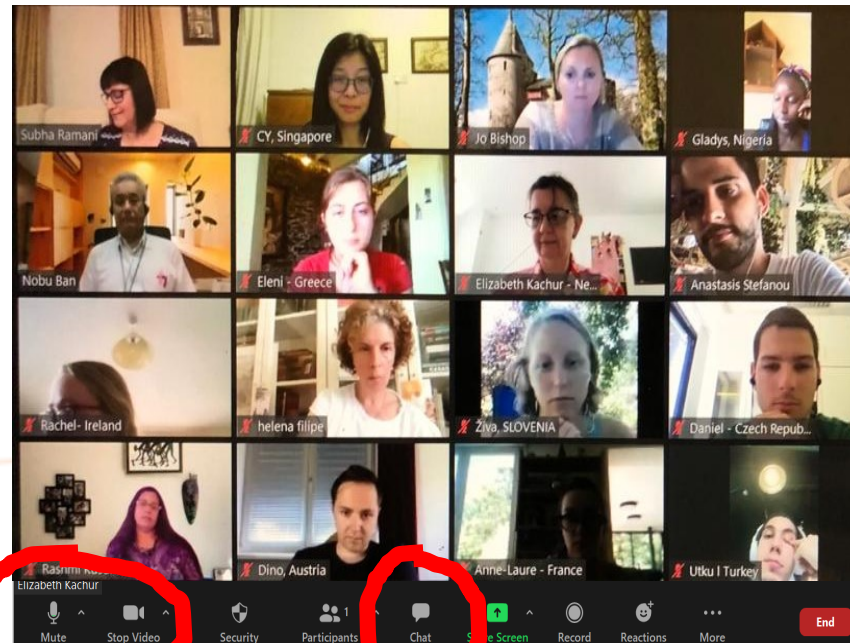
Elizabeth Kachur

In Summary:

Psychological & Cultural Safety

- ☐ Is influenced by multiple factors
- ☐ Each person is a conglomerate of many different cultures
- ☐ Lack of safety for one = lack of safety for all
- ☐ We need to attend to the diversity in learners, faculty, SPs and staff

What are your Take-Home Points?



The Basic Assumption

All learners are intelligent, capable, care about doing their best, and want to improve.

The Basic Assumption

All learners are intelligent, capable, care about doing their best, and want to improve.



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<https://harvardmedsim.org/blog/whats-up-with-the-basic-assumption/>