

This way

That way

Medical Education

Martin Stocker
May 09, 2023
martin.stocker@luks.ch



10 Years | Awards | Contact

HOME THE TEAM ABOUT US NEWS RESEARCH MANNEQUINS COURSES

2009 – 2011



DEBATE

Open Access

Optimisation of simulated team training through the application of learning theories: a debate for a conceptual framework

Martin Stocker^{1*}, Margarita Burmester² and Meredith Allen³





Decision-making process:
Challenges

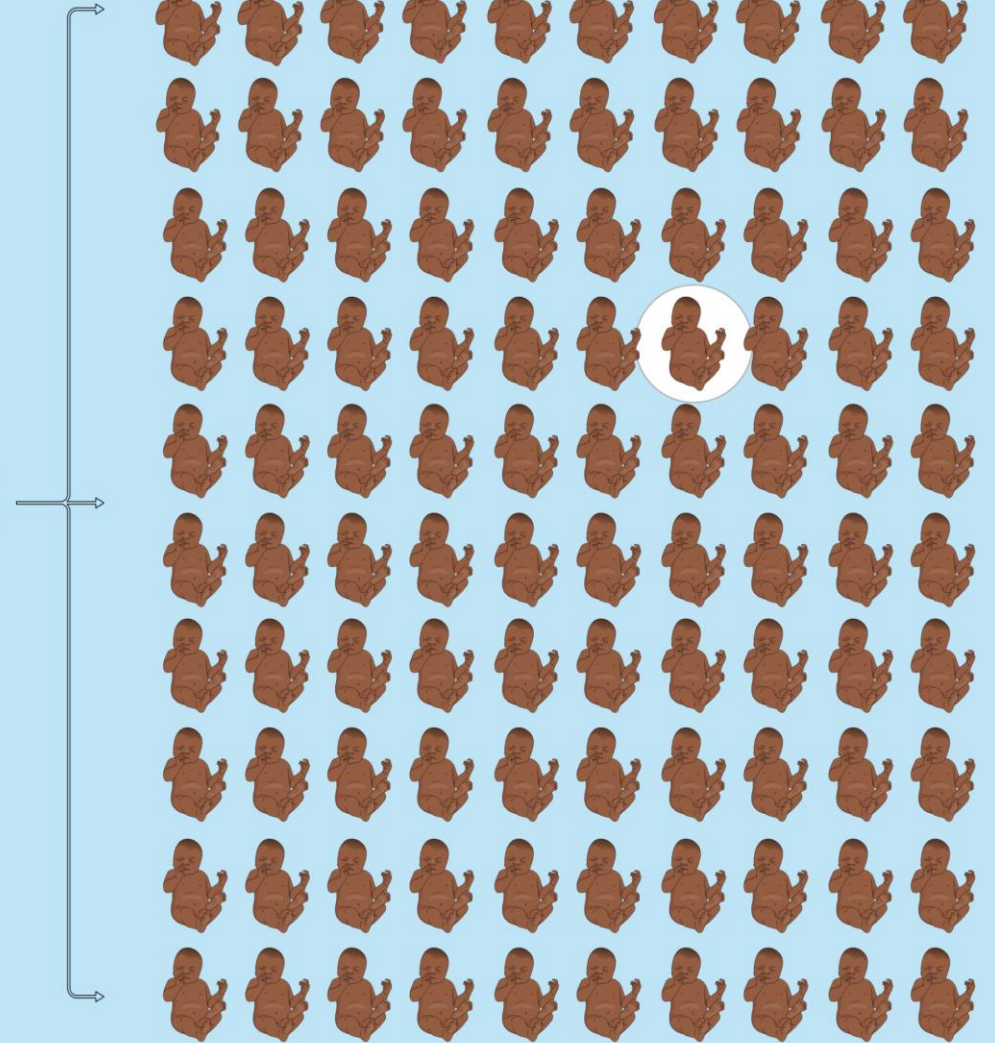
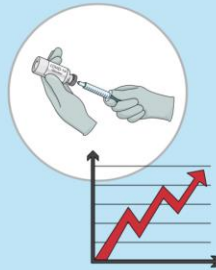
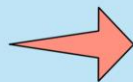
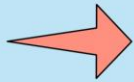
Fear of
sepsis



Bias &
noise



Time
preference





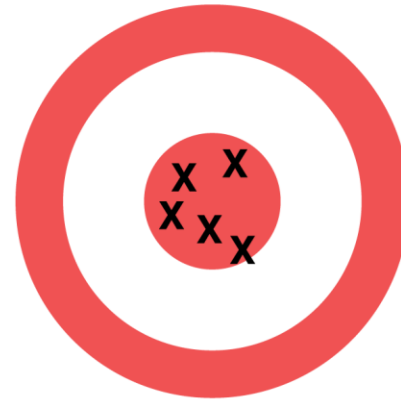
A Flaw in Human Judgment

DANIEL
KAHNEMAN

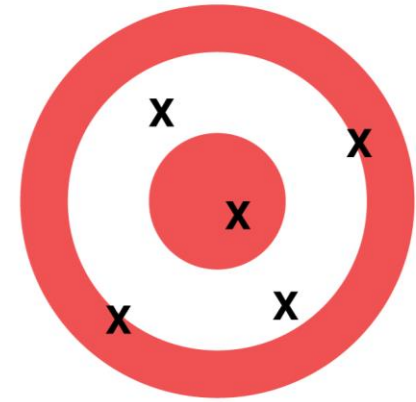
AUTHOR OF *THINKING, FAST AND SLOW*

OLIVIER
SIBONY

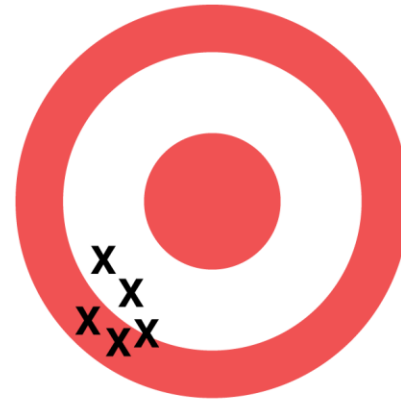
CASS R.
SUNSTEIN



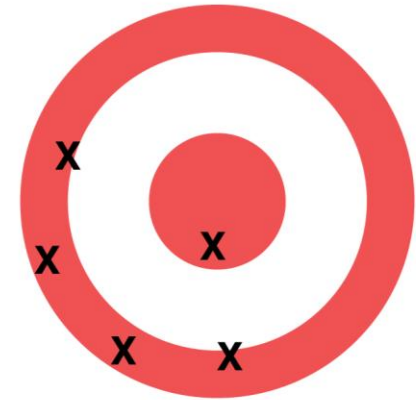
ACCURATE



NOISY



BIASED



BIASED & NOISY



A Flaw in Human Judgment

DANIEL
KAHNEMAN

AUTHOR OF *THINKING, FAST AND SLOW*

OLIVIER
SIBONY

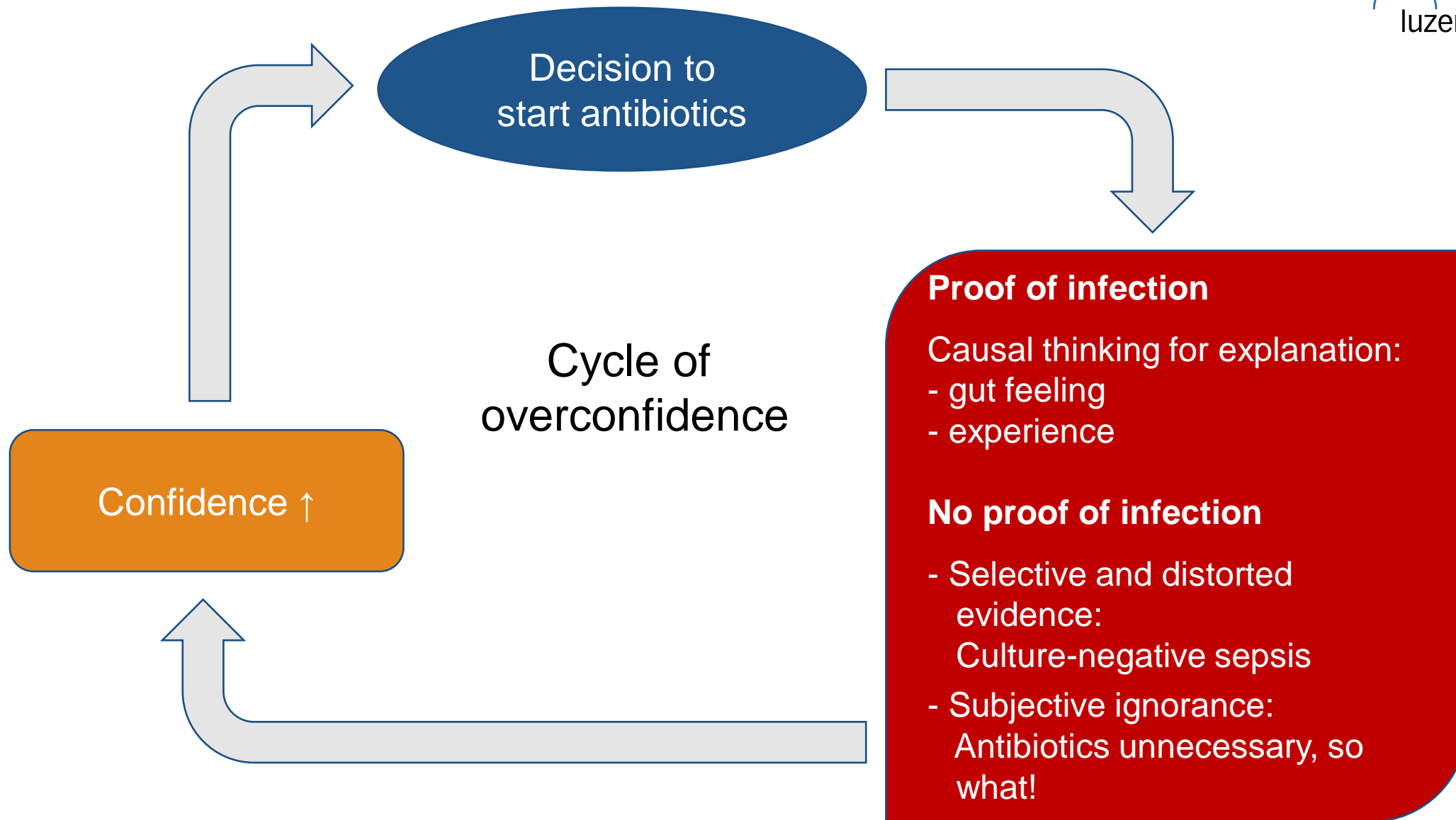
CASS R.
SUNSTEIN

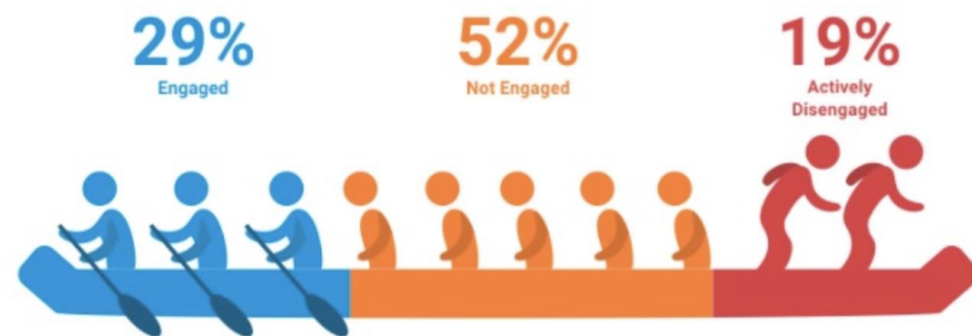
x x
x x x

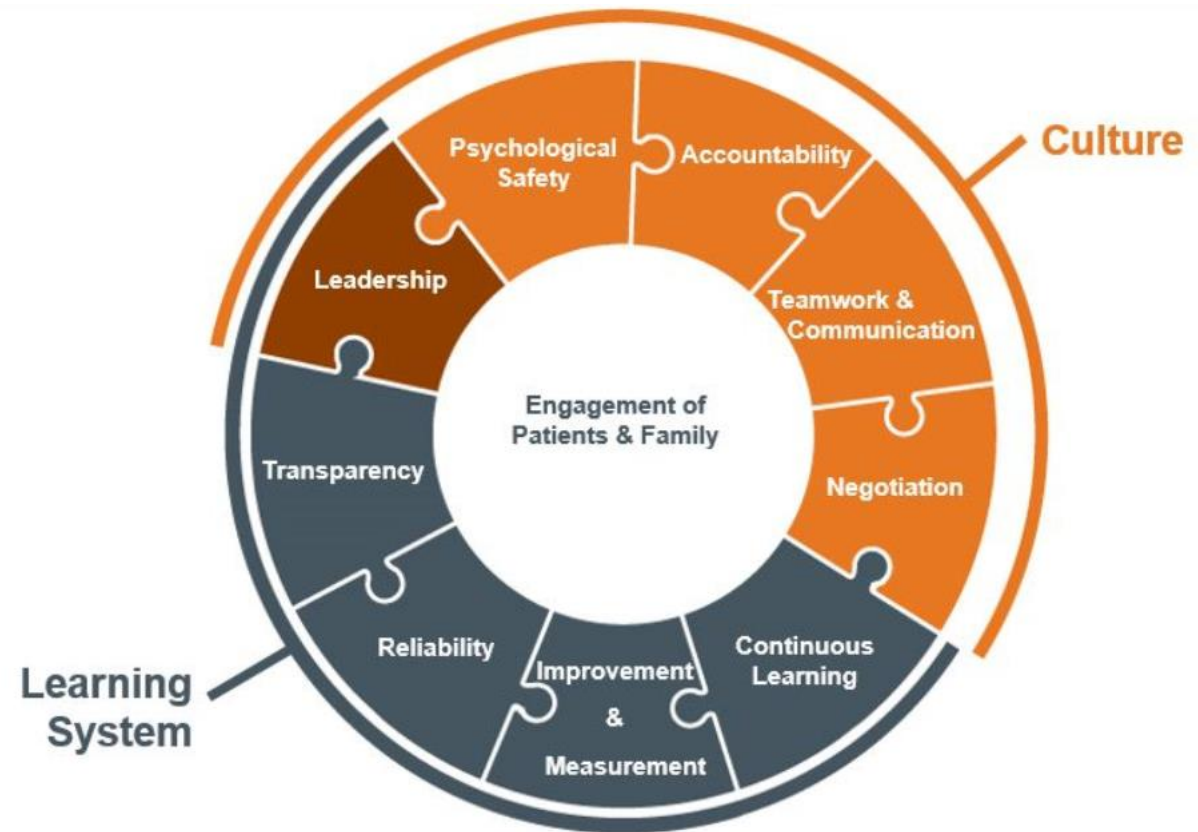
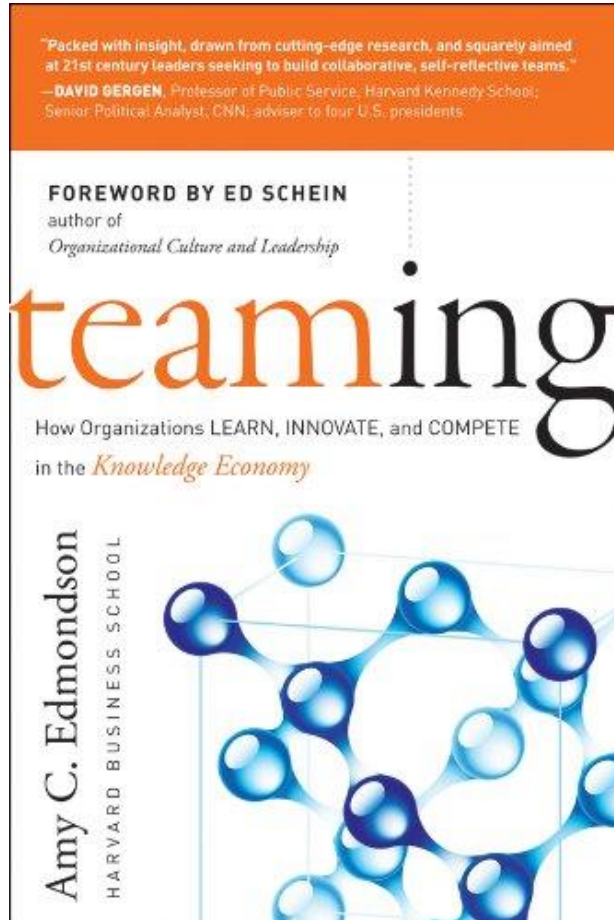
x x
x
x x

x x
x x x

x
x x
x x





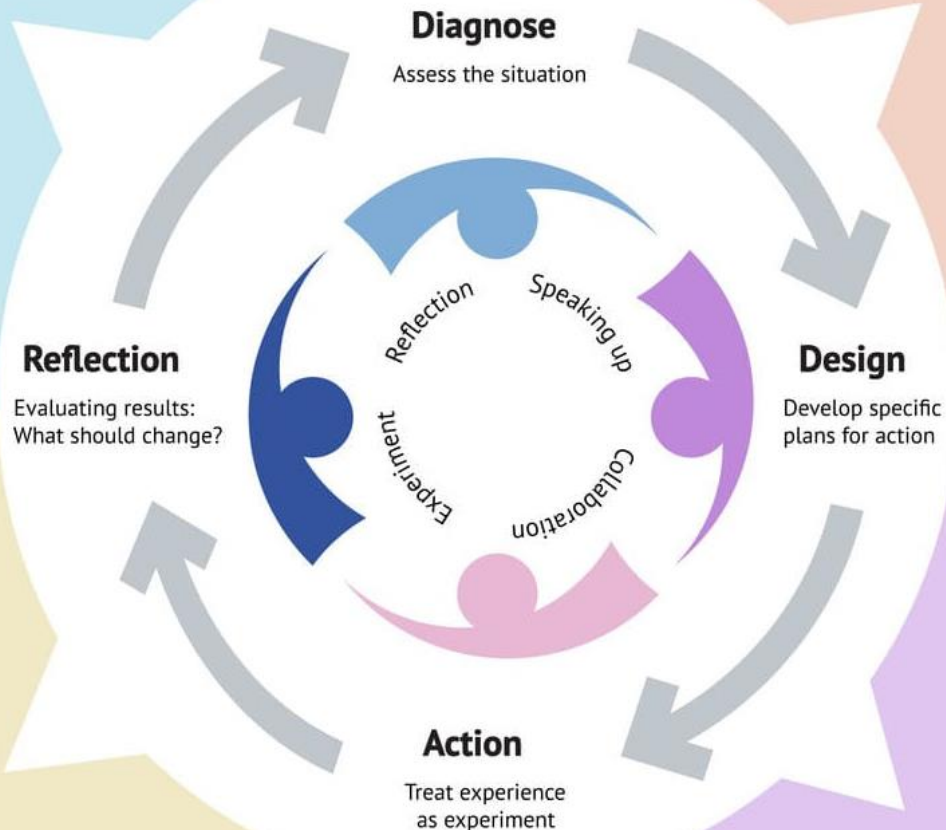


Reframing for learning

- Foster a shared understanding of the goal
- Communicate a clear and compelling purpose
- Emphasize interdependence
- Define leader's role and team members' roles
- Establish and enforce a learning frame
- Develop norms of collaboration
- Model interpersonal skills

Learning to learn from failures

- Know failure is inevitable and emotional
- Reward failure detection
- Develop failure tolerance
- Develop systems, procedures and cultures to collect data and identify failures
- Form multidisciplinary team to analyze failure and learn from failures



Create psychological safety

- Develop trust and respect
- Celebrate staff as individuals
- Acknowledge your own fallibility
- Be supportive, coaching orientated, and non-defensive in response to questions and challenges
- Model curiosity and create questions for people to speak up

Spanning occupational and cultural boundaries

- Be aware of the three types of boundaries: physical distance, status, and knowledge
- Establish a shared overarching goal
- Promote curiosity among learners
- Examine assumptions and bias
- Provide process guidelines

Leadership Behaviors for Cultivating Psychological Safety



Be accessible and approachable

Leaders encourage team members learn together by being accessible and personally involved.



Acknowledge the limit of current knowledge

When leaders admit that they don't know something: display of humility encourages other team members to follow suit.



Be willing to display fallibility

To create psychological safety, team leaders must demonstrate a tolerance of failure by acknowledge their own fallibility.



Invite participation

When people believe their leaders value their input, they're more engaged and responsive.



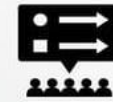
Highlight failures as learning opportunities

Instead of punishing people for well-intentioned risks that backfire, leaders encourage team members to embrace error and deal with failure in a productive manner.



Use direct language

Using direct, actionable language instigates the type of straightforward, blunt discussion that enables learning.



Set boundaries

When leaders are as clear as possible about what is acceptable, people feel more psychologically safe than when boundaries are vague or unpredictable.



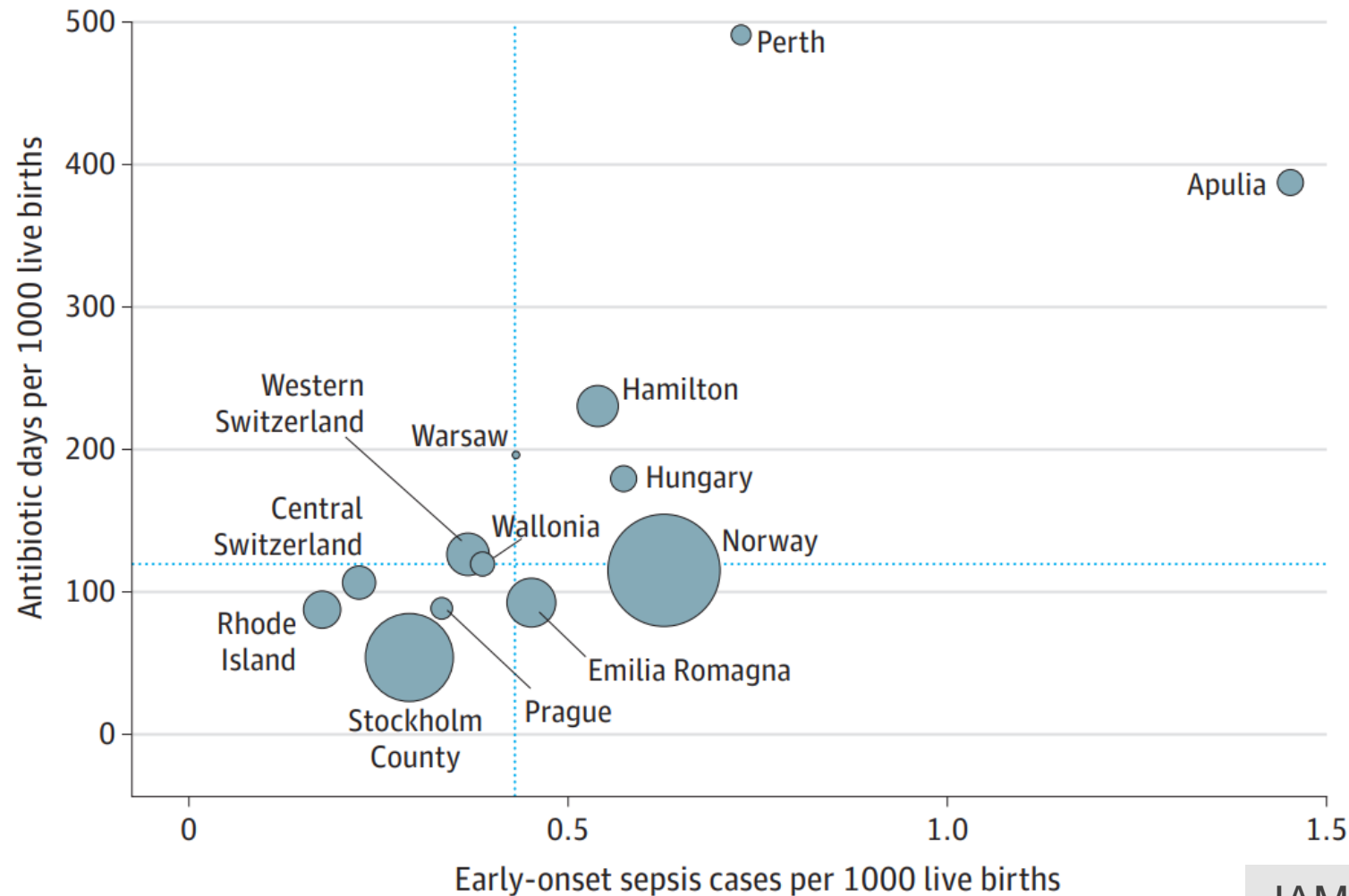
Hold people accountable for transgressions

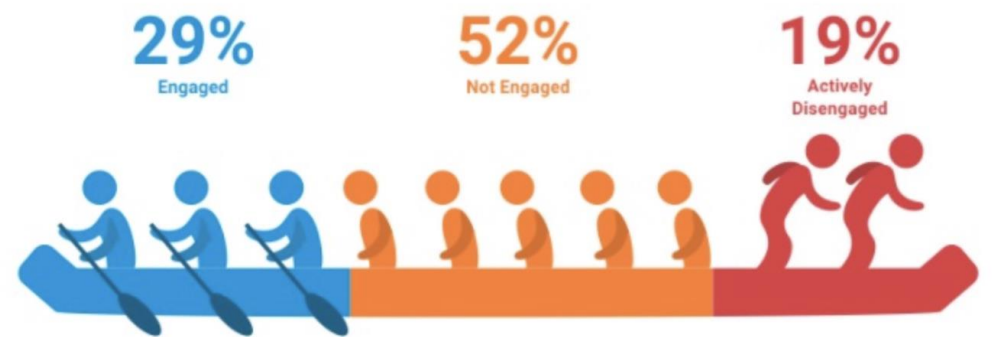
When people cross boundaries set in advance and fail to perform up to set standards, leaders must hold them accountable in a fair and consistent way.

Psychological safety:

a belief that **one will not be punished or humiliated for speaking up** with ideas, questions, concerns, or mistakes, and that **the team is safe** for interpersonal risk-taking.

THE BURDEN OF TREATMENT vs THE BURDEN OF DISEASE





There is
no lack of
good ideas
in the world,
but a lack of
implemented
good ideas





Our Iceberg Is Melting

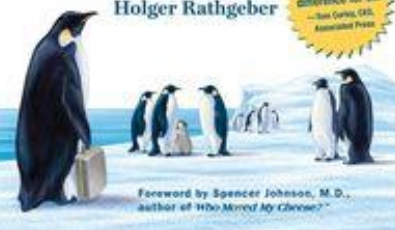
Changing and Succeeding Under Any Conditions

John Kotter

THE AWARD-WINNING AUTHOR FROM HARVARD BUSINESS SCHOOL

Holger Rathgeber

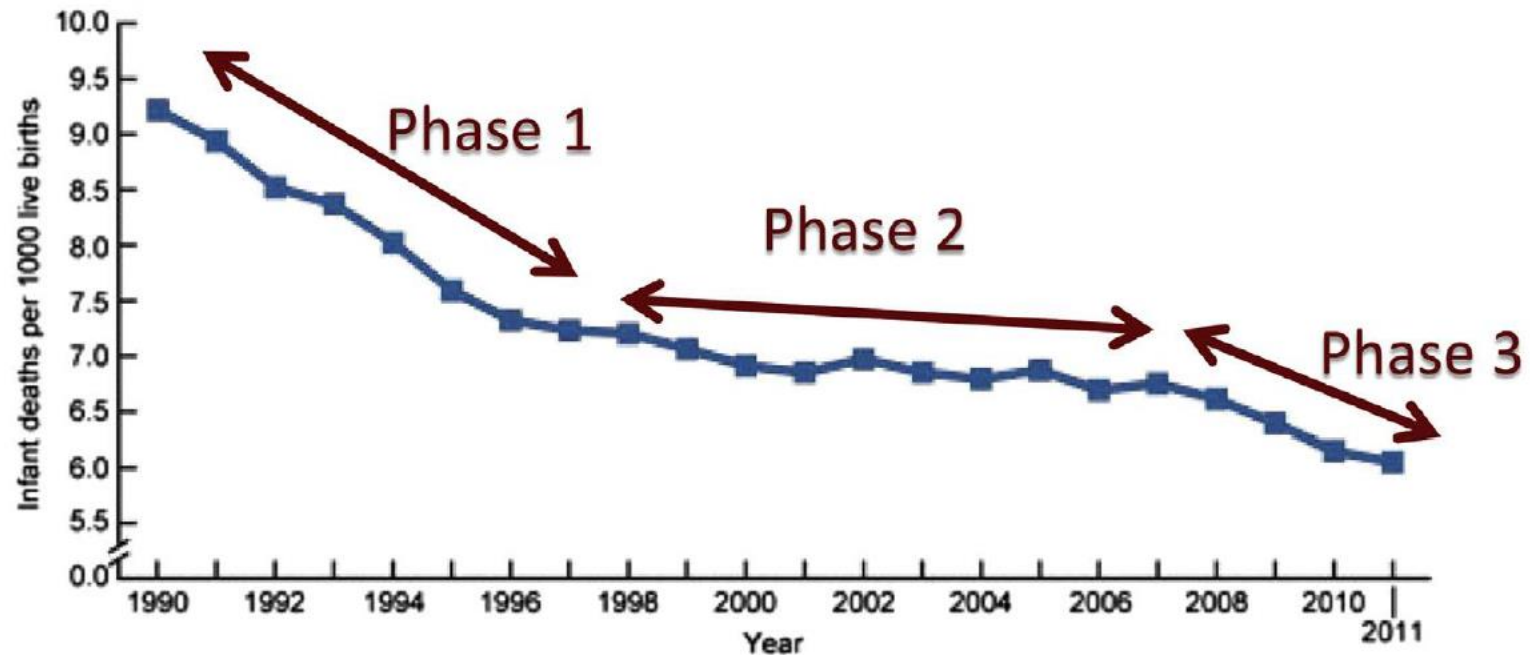
"It is making a difference for us."
— Dan Curcio, CEO, Associated Press



Foreword by Spencer Johnson, M.D., author of *Who Moved My Cheese?*

- 1 Sense of urgency**
Help others see why change & immediate action are needed. 
- 2 Guiding Team**
Form a strong team with a sense of urgency, credibility, authority, and leadership/analytical/communication skills. 
- 3 Vision & Strategy for Change**
Define the future clearly and how to create these changes. 
- 4 Communicate => Buy-In**
Help as many people as possible to understand and accept the vision & strategy. 
- 5 Empower Others**
Remove obstacles so others can act and help realize the vision. 
- 6 Short term Wins**
Deliver clear, visible successes as soon as possible. 
- 7 Build Momentum**
Press on with the changes until the vision is a reality. 
- 8 New Culture**
Repeat the successes and new behaviours till they're the norm. 

«How is important»



Phase 1 = new therapies
Phase 2 = plateau
Phase 3 = quality improvement

Quality management

Organisational learning

Change management

Learning theories &
Curriculum development



Medical Education