Background

- Medical trainees often cite the learning environment of Morning Report as challenging.
- Psychological Safety is felt to contribute to resident perceptions of clinical learning experiences.
- Psychological safety and its impact on individual and team learning has been studied extensively in the business literature, but not well studied in group learning environments.

Objective

To develop and gather validity evidence for a group learning environment assessment tool using Edmondson’s “Teaming Theory” as a theoretical framework.

Theoretical Framework

In “Teaming Theory”, learning is achieved by the learner promoting five core learning behaviors: feedback seeking, help seeking, speaking up about concerns and mistakes, innovation, and boundary spanning.

Learning outcomes defined by Norman Webb’s Depth of Knowledge from recall and reproduction (what is the knowledge?), skills and concepts (how can the knowledge be used?), strategic thinking (why can the knowledge be used?), and extended thinking (how else can the knowledge be used?).

Tool Development

1. Literature Review
2. Interviews
3. Conceptual Synthesis
4. Item Development
5. Expert Validation
6. Cognitive Interviews
7. Pilot Testing

Assessment Tool (n=393)

We collected 393 responses administered during 25 randomized MR sessions from 12/18 - 7/19.

Assessment Tool Safety

Team Psychological Safety

- SRMR = 0.034, RMSEA = 0.088, CFI = 0.987
- Cronbach’s Alpha = 0.94

Team Learning Behaviors

- SRMR = 0.034, RMSEA = 0.088, CFI = 0.987
- Cronbach’s Alpha = 0.91

Depth of Knowledge

- SRMR = 0.034, RMSEA = 0.088, CFI = 0.987
- Cronbach’s Alpha = 0.82

Cronbach’s Alpha

0.64

Conclusion

- We developed a tool based on Edmonson’s “Teaming Theory”.
- Data suggests acceptable evidence to support the validity of the tool.

This project is generously supported by the Evangelina “Evie” Whitlock Grant.