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INTRODUCTION

Learning from mistakes in clinical practice can be a powerful force for change (1). Simulation based educators support participants to develop their clinical practice through reflecting on mistakes within a facilitated debrief (2).

Here we describe a pilot educational intervention, using group discussion, to open conversations about mistakes that occur during simulation.

AIMS

We aimed to establish:

- If group discussion represents a useful learning environment for this
- If faculty development on this topic increases openness to discussing mistakes
- If discussion of mistakes leads to changes in simulation faculty practice

METHOD

Simulation based educators with varying backgrounds and experience were invited to two small group discussions.

Written feedback was collected pre and post session. The session outline:

- Introduction and ground rules to support psychological safety.
- A group member shares a personal experience of an unintended consequence whilst facilitating simulation.
- The whole group then explores this, sharing their own perspectives and experiences.

RESULTS

In total 11 individuals attended the sessions. Over 50% of individuals had less than a year of simulation facilitation experience, with 36% having between 1-5 years experience, and 9% with over 10 years experience.

Key results:

- The greatest change post session was seen in average agreement that individuals learn from others' mistakes.
- Individuals also showed an average increase of 0.3 in agreement that they learn from their own mistakes.
- Post session, average agreement with discussion of mistakes being uncomfortable reduced by 0.5 .
- There was an average 0.1 increase in individuals' agreement that mistakes are something all faculty experience.
- The average agreement rating that making a mistake was an upsetting experience reduced by 0.2 post session.
- The average agreement with intention to discuss mistakes with colleagues increased by 0.3 after the session.

CONCLUSIONS

All attendees reported benefit from the session. Planned changes in practice included:

- creating space for regular discussion of perceived mistakes with colleagues to support learning.
- developing techniques to ensure learners' psychological safety.
- Appreciating the complexity of group dynamics.

As educators is it time we fully embrace the power of mistakes?

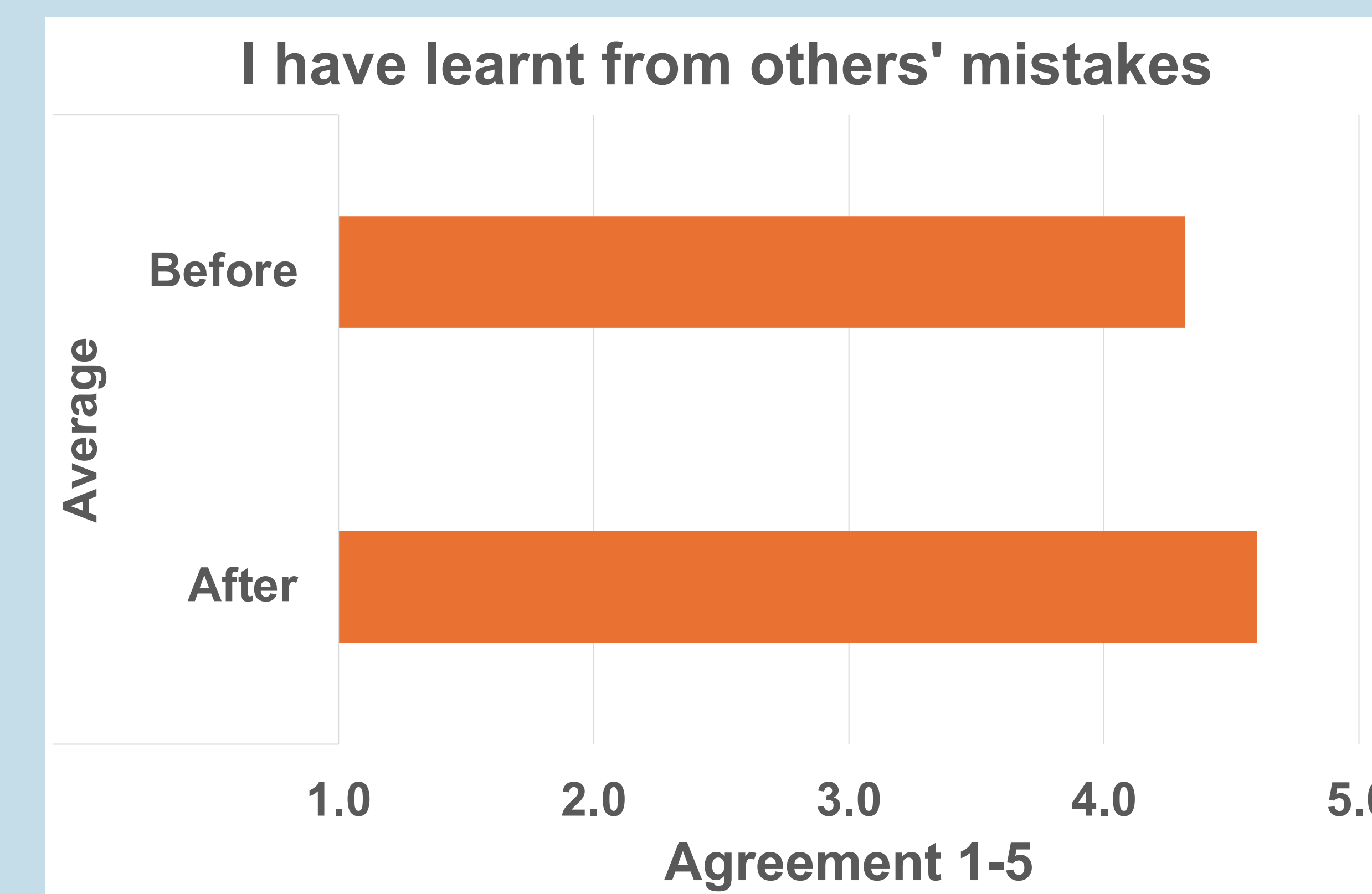


Fig 1. Average agreement with the statement "I have learnt from others' mistakes"

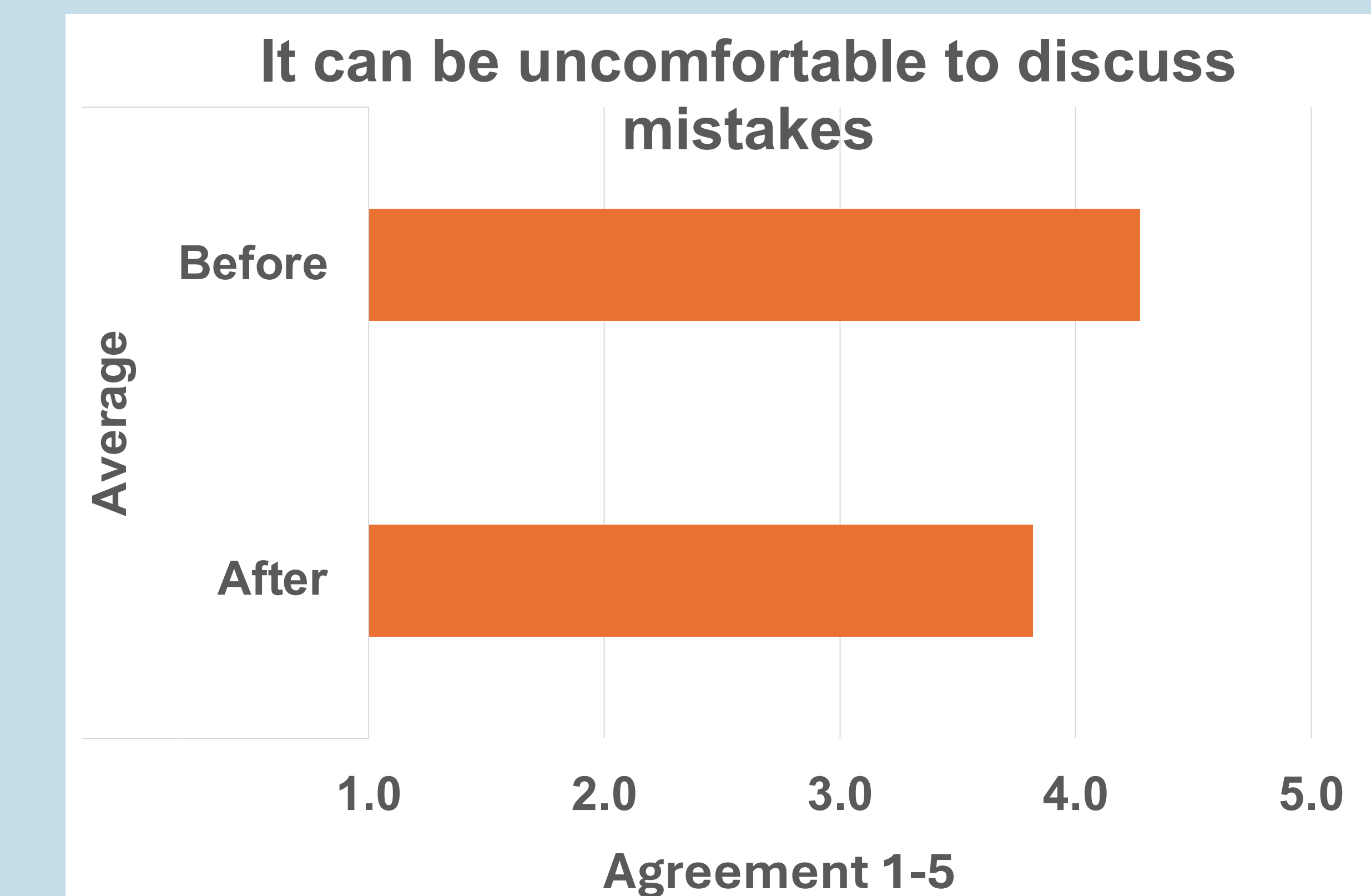


Fig 2. Average agreement with the statement "It can be uncomfortable to discuss mistakes"

"We all make mistakes no matter how experienced we are"

"Start thinking about sharing mistakes and experiences"

"A safe space to share experiences and learn"

"Encourages reflection on mistakes"

Fig 3. Free text answers to "What will you take away from the group discussion today?"

REFERENCES

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