APD Facilitator Training

Small Group Psychological Safety
Part 3 of 4
APD Training

OU HEALTH CAMPUS | Office of Vice Provost for Faculty Development

Hello, I'm Margaret Robinson with Interdisciplinary Programs in the OU Health Campus Office of the Vice Provost for Academic Affairs & Faculty Development

This is session 3 of our four part series on Preparing Facilitators for APD on Zoom

This session will focus on establishing psychological safety in small groups on Zoom for the APD educational activity.

In the last two sessions we reviewed the zoom technology and discussed methods of learner engagement. Next week, in our last session, we'll go over roles and responsibilities and how to handle group dynamics. Today will just focus on trust and conflict management.

What to Know in Advance:

| 01	02	03
Didactic training portion will be recorded	There are 3 additional sessions in addition to this session	Additional training can be scheduled with Margaret Robinson 1:1

First, some housekeeping.

Today's session will be recorded. I will stop the recording before we go into the practice section.

This is the second part of a four part series. For those needing full training, please review the additional weekly presentations.

If you have to hop off or would like additional training or practice, please reach out to Margaret Robinson to schedule that directly.

Psychological Safety on Zoom	
Didactic:	Guided Practice:
• Define the principles of psychological safety (P.S.) • Discuss strategies to build trust in breakout rooms • Discuss conflict management in virtual settings • Demonstrate language /behaviors promoting P.S.	• Use a Case Study to Discuss Methods of Psychological Safety

What To Expect

How will today work?

We'll spend about 30 minutes reviewing content and then reserve the rest of the time for practice.

Today we will review:
- Define the principles of psychological safety (P.S.)
- Discuss strategies to build trust in breakout rooms
- Discuss conflict management in virtual settings
- Demonstrate language /behaviors promoting P.S.

In the practice session, we'll use a case study and consider methods to improve psychological safety.

By the end of the session, you'll have practical strategies you can use immediately in group facilitation."

Lets get started

https://www.ahrq.gov/teamstepps-program/index.html

https://learning.zoom.us/learn

https://hbsp.harvard.edu/home/

https://nexusipe.org/

"Before we dive in, I want to ground today's session in the national best practices that inform our approach. Everything we'll cover comes from well-established guidance used across healthcare education, interprofessional training, and virtual facilitation. We're drawing from four major sources:

• **The Agency for Healthcare Research & Quality and the TeamSTEPPS program** — which provide evidence-based strategies for communication, shared accountability, and psychological safety within interprofessional teams.

• **Harvard Business Publishing Education** — whose work on virtual facilitation, psychological safety, and adult learning gives us tools to foster engagement and trust in online environments.

• **The Zoom Training & Learning Center** — which sets standards for breakout room structure, participant engagement, and practical techniques for creating safe, inclusive interaction during virtual sessions.

• **The National Center for Interprofessional Practice and Education, or NEXUS** — which focuses on relationship-centered communication and trust-building practices in interprofessional settings.

Together, these frameworks shape the skills we'll practice today. You don't need to memorize the models behind them—my goal is to translate these best practices into simple, usable strategies you can carry into your breakout rooms and small-group

facilitation."

Defining Principles

- Define the principles of psychological safety (P.S.)

"Psychological safety is not about comfort—it's about permission. It's the understanding that you can participate openly without fear of punishment or judgment. This is foundational for meaningful learning and group work."

Psych Safety + High Standards
Adapted from The Fearless Organization by Amy Edmondson

High Psych Safety

COMFORT
(ENJOYING STATUS QUO)

LEARNING, HIGH PERFORMANCE
(FAILING WELL)

Low Standards — High Standards

APATHY
(CHECKED OUT)

ANXIETY
(RISK AVOIDANCE, COVERING UP FAILURE)

Low Psych Safety

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Illustrations by Zdenek Sasek

Leading Sapiens
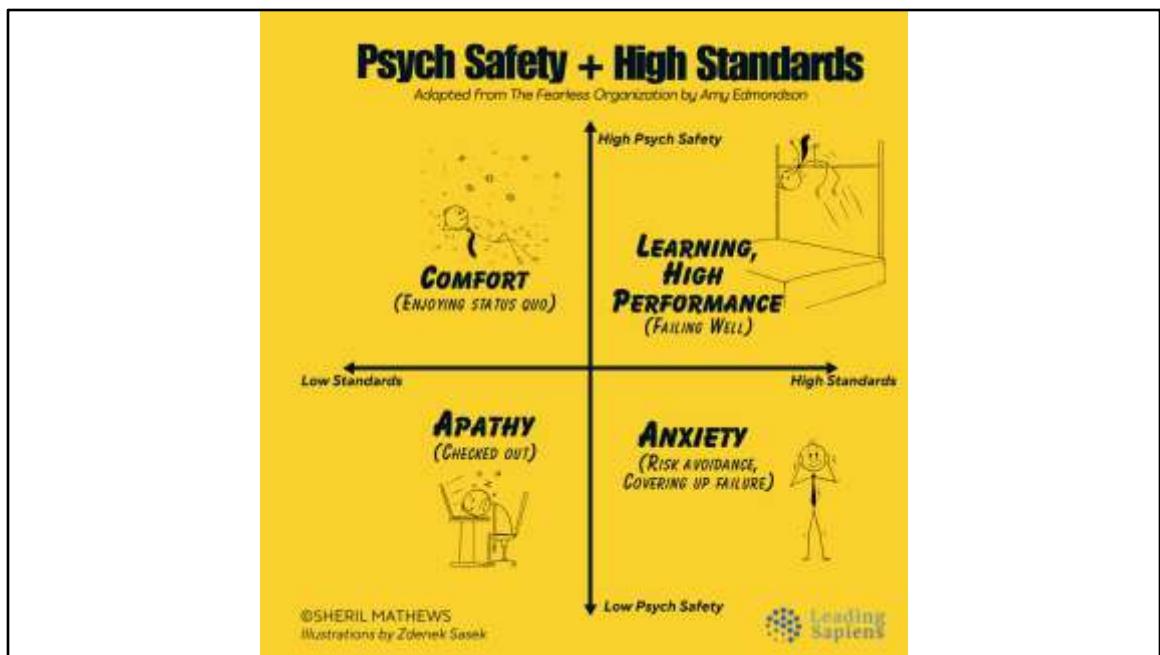
"This graphic is adapted from Dr. Amy Edmondson's work in *The Fearless Organization*. She shows that psychological safety and high standards are two separate dimensions that shape how teams learn and perform.
When safety is low and expectations are high, people feel anxious and hold back. When both are low, engagement drops. High safety with low standards feels comfortable but doesn't push growth.
Our goal is the top-right quadrant—**high psychological safety and high standards**—what Edmondson calls the learning zone. That's where people feel supported enough to speak up and challenged enough to stretch and collaborate effectively.
As facilitators, this reminds us that safety isn't about making things easy—it's about creating the conditions where learners can participate fully, even when the work is demanding."

WHAT'S THE DIFF?
Trust and Psychological Safety

Psychological safety is the belief that your environment is safe for interpersonal risk-taking. It's similar, but slightly different from, trust.

TRUST
Will **YOU** give others the benefit of the doubt when you take a risk?

"Bob is probably going to freak out if I disagree with him."

PSYCHOLOGICAL SAFETY
Will **OTHERS** give you the benefit of the doubt when you take a risk?

"My team expects me to speak up. It's how we do things."

"As we move forward, it's important to recognize that we're talking about both *building trust* and *establishing psychological safety*. These concepts are closely connected, but they are **not** the same.

Trust is about what *I* believe about *you* — whether I think you'll be reliable, honest, or supportive. It's personal and usually develops over time.

Psychological safety, on the other hand, is about what *we* believe about *the group*. It's a shared sense that this environment allows us to speak up, ask questions, or make mistakes without fear of embarrassment or punishment.

Trust is individual. Psychological safety is collective.

In small groups on Zoom, we need both. Trust helps people feel confident in one another, while psychological safety creates the conditions for open participation. Building one supports the other, but they are distinct — and we intentionally cultivate both as facilitators."

The 4 Key Stages of Psychological Safety in the Workplace

1. Inclusion Safety
Whether you're in a team of 5 or 25, all members must feel included and welcomed without discrimination of any sort.

2. Learner Safety
Now you feel included and welcomed, it's time to get comfortable being present in situations and start asking questions, looking for feedback and even experimenting in the environment.

4. Challenger Safety
Now you're fully submerged into the team, you can now challenge the way the team works, brainstorms ideas or even senior members.

3. Contributor Safety
Let's participate! You should feel open to contributing ideas and thoughts without fear of penalisation.

"These four stages come from national workplace best practices for building psychological safety, particularly informed by Amy Edmondson's work and widely used in organizational development. While they were originally developed for in-person team environments, they apply directly to what we do as Zoom facilitators. Let me walk through how each stage translates to our role in the virtual classroom:

1. Setting the Stage
Our version of this means clearly explaining the purpose of the breakout activity, what success looks like, and how long participants will be working. When people know the expectations upfront, it reduces anxiety and increases willingness to participate.

2. Inviting Participation
On Zoom, this means using low-pressure invitations rather than calling on people. We create multiple ways to contribute—chat, reactions, audio—so that everyone has access to a psychologically safe entry point.

3. Responding Productively
This is where we model curiosity, validate contributions, and avoid correcting people in ways that could shut them down. Instead, we explore ideas, redirect gently when needed, and normalize questions or misunderstandings as part of learning.

4. Moving Forward

In the virtual space, moving forward means summarizing what the group has shared, highlighting themes, and connecting their contributions back to the task. It reinforces that their participation mattered and keeps the group aligned.
So while these stages were designed for workplace teams, they map directly onto the facilitator's role in Zoom—to set the tone, support open participation, respond in ways that protect safety, and guide the group toward shared understanding."

This is Psychological Safety ✓

Freedom to share thoughts.

Expressing concerns.

Allocating tasks and coaching when needed.

A space where people feel a sense of ease and support.

Taking measured risks after considering possible scenarios.

Everything is considered.

This is NOT Psychological Safety ✗

Saying anything you want.

Letting your emotions go as you please.

Leadership taking a Laissez-faire approach.

A space free of any inner discomfort.

Taking risks and hoping for the best.

Everything is tolerated.

▶▶ human interest

"Before we go any further, I want to pause and clarify what psychological safety *does* and *does not* mean. Sometimes the term gets misunderstood, and it's important for us as facilitators to stay grounded in the actual definition.

Psychological safety does **not** mean being overly friendly, cheerful, or exuberant. It doesn't require us to create a feel-good atmosphere or constantly reassure people. Safety isn't about mood — it's about permission to participate honestly.

It also doesn't mean avoiding conflict or shutting down people who disagree. In fact, psychological safety includes the ability to surface disagreement, express different viewpoints, and work through tension productively. If everyone agrees all the time, that's not safety — that's suppression.

What psychological safety *does* mean is that people can bring questions, concerns, and ideas without fear of embarrassment or retaliation. They can speak up, even if their perspective is different or imperfect. And as facilitators, our role is to create that environment — not by removing all discomfort, but by making it safe for people to engage with it.

So as we look at this slide, keep in mind: psychological safety is not about protecting people from difficult moments. It's about creating conditions where difficult moments can be navigated respectfully and openly."

Building Trust

- Discuss strategies to build trust in breakout rooms

Challenges in P.S. on Zoom

Participants feel exposed with fewer people	Power dynamics become more pronounced	Silence feels heavier
People don't know what role to play	Difficult to read body language	

"Breakout rooms magnify vulnerability. With fewer eyes on the facilitator, participants often feel unsure or hesitant. That's why intentional structure is essential.

Let's take a moment to look at the common challenges shown on this slide:

• **Participants feel exposed with fewer people.**
In small groups, there's nowhere to 'hide.' People may worry that their ideas will be judged more closely, especially if they don't know the group well.

• **Power dynamics become more pronounced.**
Hierarchy, professional roles, or personalities can influence who speaks first, who dominates, and who stays quiet. Without facilitation, these dynamics can take over quickly.

• **Silence feels heavier.**
In a small room, even a few seconds of silence can feel uncomfortable. Participants may interpret silence as disapproval rather than thinking time.

• **People don't know what role to play.**
Without clear expectations, individuals may hesitate—unsure whether they should lead, follow, or wait for direction.

• **It's harder to read body language.**
Micro-expressions, subtle cues, and tone are harder to pick up on in Zoom squares. This increases the risk of misinterpretation.

All of these challenges make it harder for participants to take interpersonal risks. And that's why the structures we introduce as facilitators—clear tasks, role assignment, pacing, and gentle invitations—matter so much in creating psychological safety in breakout rooms."

Start with Trust

1	2	3	4	5	6
Provide clear instructions	Assign roles	Normalize warm-up small talk	Use short, focused tasks	Offer opt-out or alternative methods	Support, not supervise
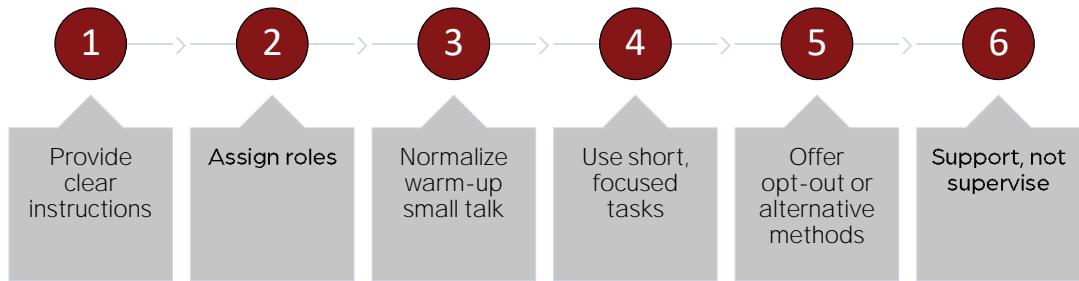
"Now let's look at six strategies that help us *start with trust* in breakout rooms. These are adapted from national best practices, including AHRQ and Harvard's work on team communication, and NEXUS recommendations for interprofessional collaboration.

1. Provide clear instructions

Predictability reduces anxiety. Before sending people into breakout rooms, briefly preview what will happen, what participants can expect, and how long they'll be there. Clear structure reduces cognitive load and increases safety.

2. Assign roles

Roles like *Timekeeper, Equity of Voice Monitor,* or *Curiosity Encourager* help distribute responsibility and keep the room balanced. These small structures are supported by Harvard and NEXUS interprofessional team strategies.

3. Normalize warm-up small talk

A 30–60 second rapport-building question goes a long way. It helps people feel more seen and lowers the barrier to participation before task-focused work begins.
These should be low-level questions such as what is everyone drinking today, coffee, tea or water?
Are you connecting from campus, work, home, or someplace else today?
What the last show you watched or binged that you would recommend?

4. Use short, focused tasks
People feel safer when the task is specific and achievable. Small, concrete prompts reduce uncertainty and help participants get started quickly.
This can mean breaking up the worksheet questions or debrief questions into short answer responses.
5. Offer opt-out or alternative participation methods
Not everyone feels comfortable jumping in verbally. Providing options—like chat, reactions, or 'pass or participate' choices—creates a low-pressure environment for engagement.
6. Support, don't supervise
As conversations are occurring, remember you are the guide on the side.
Check in with curiosity rather than monitoring performance.
A quick 'Have we heard from all of the professions in the group yet?' reinforces support and helps groups stay on track without feeling watched.
Each of these strategies builds the foundation for psychological safety by making expectations clear, participation accessible, and the learning environment predictable."

Conflict Management

- Discuss conflict management in virtual settings

The patterns of team conflict

The Sole Dissenter — Individual
The Boxing Match — Dyad
Warring Factions — Subgroup
The Blame Game — Team
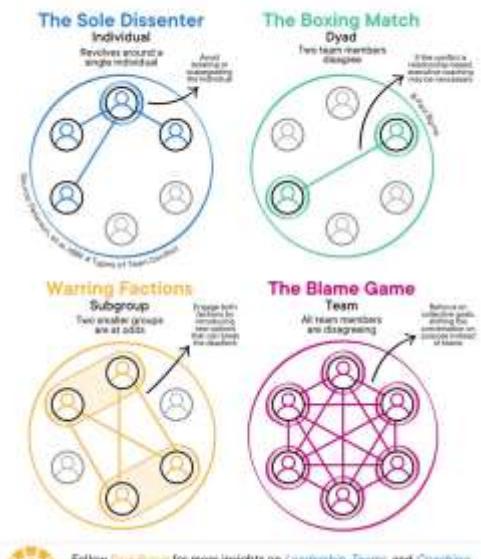
- Interruptions or talking over others
- Dismissive comments or tone
- Passive disengagement
- Chat disagreements
- Misinterpretation due to lack of non-verbal cues

"This slide brings together what we often see in Zoom breakout rooms and the classic patterns of team conflict. In virtual spaces, conflict can surface quickly because it's easy to misread tone, miss non-verbal cues, or default to hierarchy—especially in interprofessional groups where differences in authority, confidence, or background knowledge naturally shape how people participate.

On Zoom, early signs include **interruptions**, **dismissive tone**, **passive disengagement**, **chat disagreements**, and **misinterpretation** of people's facial expressions or pauses. These behaviors often map onto the four patterns shown here:

The Sole Dissenter — one person is isolated or contradicted repeatedly, sometimes the learner with the least perceived authority.

The Boxing Match — two individuals dominate the disagreement while others withdraw.

Warring Factions — subgroups form, often along professional lines or levels of experience.

The Blame Game — the whole group becomes reactive or frustrated, with conflict spreading through both voice and chat.

Recognizing these patterns early helps us step in before the room shuts down. We don't have to solve the conflict—we just need to keep the conversation safe and productive.

"Before conflict becomes obvious, it's usually sparked by one of four triggers—
especially in Zoom and interprofessional groups.

1. Communication or miscommunication

Tone, timing, and limited non-verbal cues can cause comments to be misunderstood
quickly.

2. Competition

Participants may compete for airtime, for whose approach is 'right,' or for
professional authority—sometimes subtly, sometimes directly.

3. Time pressures or delays

Rushed tasks, unclear timing, or lag in responses can heighten frustration and make
small issues feel bigger.

4. Role expectations and unclear roles

Uncertainty about who should lead, speak, or decide can create tension, especially
when hierarchy or differences in experience are present.

When we notice these triggers early, we can step in gently and help the group stay
grounded before conflict escalates."

Now we'll examine a few steps you can take as a facilitator when you notice these
triggers.

Call a time-out

"I'm noticing..."

"I'm hearing..."

PLEASE PAUSE HERE

"When tension shows up in a virtual group, the first thing we do is *pause and name what we're noticing*. This brings the group back into shared awareness without blaming anyone.

You might say, *'I'm noticing some tension in the conversation,'* or *'I hear a few people speaking at once—let's slow down.'*

By naming the dynamic, we acknowledge what's happening, reduce defensiveness, and create a moment of space. The goal isn't to solve the conflict right away—it's simply to make room for the group to reset and respond more thoughtfully."
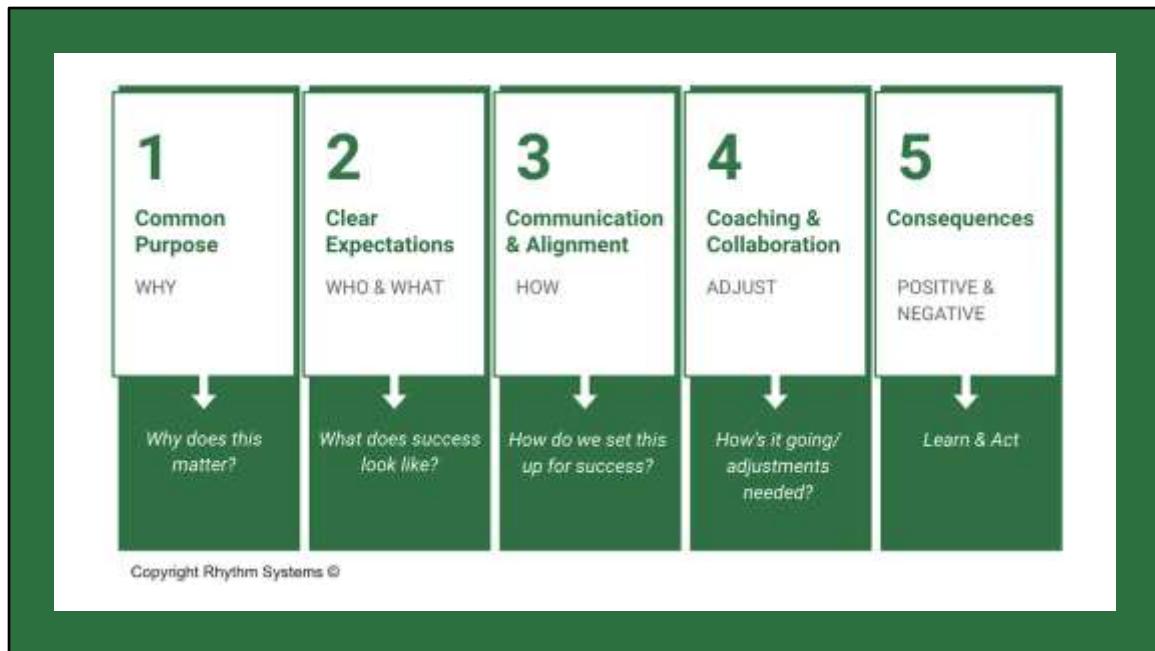
"This graphic outlines five anchors that help groups stay aligned: **Common Purpose, Clear Expectations, Communication and Alignment, Coaching and Collaboration, and Consequences**. These elements work together to create shared understanding and shared accountability.

During moments of conflict—especially in Zoom breakout rooms—these anchors matter even more. **Group agreements are a powerful way to bring a team back to these five foundations without calling anyone out.**

When emotions rise or the conversation becomes unbalanced, gently redirecting to the agreements helps the group reset.

For example, under *Common Purpose*, I might say, *'Let's return to why we're here and what we're trying to accomplish together.'*

Under *Clear Expectations*, I might use, *'Does this look like a successful discussion? If not, what shift do we need?'*

And under *Communication and Alignment*, a prompt like, *'Let's make space for different perspectives,'* helps restore balance and inclusion.

Using group agreements this way keeps accountability **shared—not personal**. It reminds the group of the structure we all committed to, reinforces psychological safety, and helps the team move forward without assigning blame."
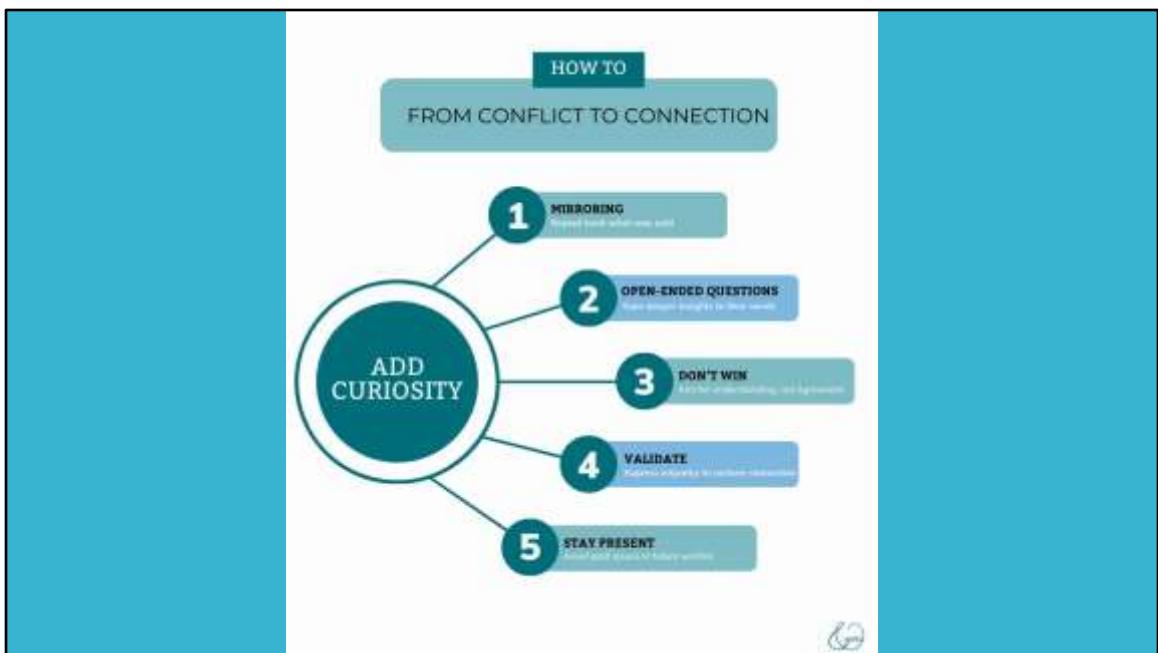
"This graphic shows how adding curiosity can move a group from conflict into connection. Curiosity disarms conflict by shifting us out of defensiveness and into exploration. Instead of shutting someone down or rushing past discomfort, we invite them to elaborate so we can understand what's underneath their perspective.
The steps here outline how to do that:

1. Mirroring — Repeat back what you heard to show you're listening. This slows the pace and helps the person feel seen.

2. Open-ended questions — Ask questions that deepen understanding: *'Can you say more about that?'* or *'What's behind that perspective for you?'* These questions help people expand rather than contract.

3. Don't win — The goal is understanding, not agreement. Curiosity helps us stay focused on learning rather than trying to prove a point.

4. Validate — Acknowledge the emotion or concern behind what was said. Validation doesn't mean you agree; it means you recognize their experience.

5. Stay present — Keep the conversation grounded in what's happening now, instead of drifting into past frustrations or future worries.

Using curiosity in these ways helps people feel heard and encourages others to listen. It promotes understanding, slows escalation, and creates room for the group to re-enter productive dialogue."

5 Modes of Thomas–Kilmann Conflict Model

Assertive

Competing
"I'm confident this is the best approach."

Collaborating
"Let's work together to find a solution."

Compromising
"Let's meet in the middle and close."

Cooperative

Avoiding
"I'd rather not get into this now; let's revisit later."

Accommodating
"I'm okay with your idea if it helps us move forward."

"This graphic introduces the Thomas–Kilmann Conflict Model, which is one of the most widely used frameworks for understanding how people naturally respond to conflict. The model is based on two dimensions: **assertiveness**—the degree to which someone tries to get their needs met—and **cooperativeness**—the degree to which they try to meet the needs of others. When you combine those two dimensions, you get five predictable conflict modes.

Competing is high assertiveness and low cooperation. This sounds like: *'I'm confident this is the best approach.'* In a Zoom room, competing shows up as dominating the mic, correcting others quickly, or pushing a point without checking for understanding.

Collaborating is high in both assertiveness and cooperation. It sounds like: *'Let's work together to find a solution.'* This is the mode we want to model—inviting multiple viewpoints, slowing things down, and creating shared solutions.

Compromising sits in the middle—giving up a little to get a little. It sounds like: *'Let's meet in the middle.'* As facilitators, compromise can be helpful when time is short or when the group needs a quick reset.

Avoiding is low assertiveness and low cooperation. This is the *'Let's revisit later'* mode. On Zoom, avoiding looks like silence, cameras off, or task changes that steer away from tension. It's common and human, but it can stall important conversations.

Accommodating is low assertiveness and high cooperation. It sounds like: *'I'm okay*

with your idea if it helps us move forward.' This mode often appears in interprofessional groups where hierarchy is present—some participants defer quickly to avoid conflict.

The science behind this model reminds us that **no mode is good or bad**. Each serves a purpose depending on the situation—but during facilitation, our job is to gently guide the group away from unproductive extremes and toward collaboration.

On Zoom, that means:

noticing when someone is competing and inviting others in,

supporting avoiders by offering low-pressure entry points,

preventing over-accommodation by affirming diverse perspectives, and

using curiosity-based questions to shift the room toward collaboration.

TKI helps us understand the underlying behaviors we see in virtual spaces so we can respond with strategies that protect psychological safety and keep the group engaged."

"This image shows the difference between *reacting* and *responding*. In virtual settings, people often react quickly—especially when emotions are high or cues are limited. Reacting is fast, emotional, and driven by short-term relief.
Responding is intentional. It brings in reflection, reasoning, and self-control.
As facilitators, we can help the group shift from reacting to responding by simply slowing the pace. Try prompts like:
'Let's take a breath and think for a moment,' or
'Before we respond, let's pause and reflect on what we're hearing.'
A brief pause creates space for self-regulation, reduces impulsivity, and improves the quality of participation."

The CARE Model

C	**Call it in, not out**	"I want to pause us—not to blame, but to check in about what was just said."
A	**Acknowledge the impact**	"That comment may have landed differently for people."
R	**Redirect the conversation**	"Let's bring this back to our agreement about respectful dialogue."
E	**Encourage learning**	"Let's explore what perspectives might help us move forward."

This approach preserves dignity and maintains safety.

You can use also use the *CARE* model:

C — Call it in, not out
"I want to pause us—not to blame, but to check in about what was just said."
A — Acknowledge the impact
"That comment may have landed differently for people."
R — Redirect the conversation
"Let's bring this back to our agreement about respectful dialogue."
E — Encourage learning
"Let's explore what perspectives might help us move forward."
This approach preserves dignity **and** maintains safety.

Leverage Technology
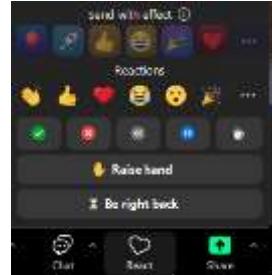
"The chat can serve as a pressure valve when energy rises or when participants need a lower-risk way to express themselves. In virtual settings, some people think more clearly when they can write before speaking, and others prefer typing when emotions are high.

Encourage participants to use the chat to:

collect their thoughts before speaking,

ask clarifying questions, or

share reactions without interrupting the flow.

You might say, *'Feel free to use the chat to collect your thoughts or add what you need to say.'*

Providing multiple ways to contribute—through chat, reactions, brief written reflections, or shared documents—aligns with Zoom and NEXUS interprofessional guidelines. It supports participants with different communication styles and comfort levels, and it helps diffuse tension while still keeping everyone engaged.

Using the chat intentionally ensures everyone has a voice, even when emotions are elevated or the conversation feels fast-paced."

Demonstration

- Demonstrate language /behaviors promoting P.S.

> "Thank you for bringing that up."

> "It's okay not to know yet—
> let's explore together."

> "Your voice matters here."

> "Let's slow down and make
> space for additional voices."

> "Different perspectives help
> us learn."

"These are examples of language that helps create psychological safety. Small, genuine acknowledgments can make it safer for people to speak, especially in virtual spaces where cues are harder to read.
Phrases like:
- *'Thank you for bringing that up.'*
- *'It's okay not to know yet—let's explore together.'*
- *'Different perspectives help us learn.'*
- *'Your voice matters here.'*
- *'Let's slow down and make space for additional voices.'*

Even simple statements like these shape the environment. The words we choose can either open the door for participation or close it. Used intentionally, they signal respect, curiosity, and a genuine welcome for all voices."
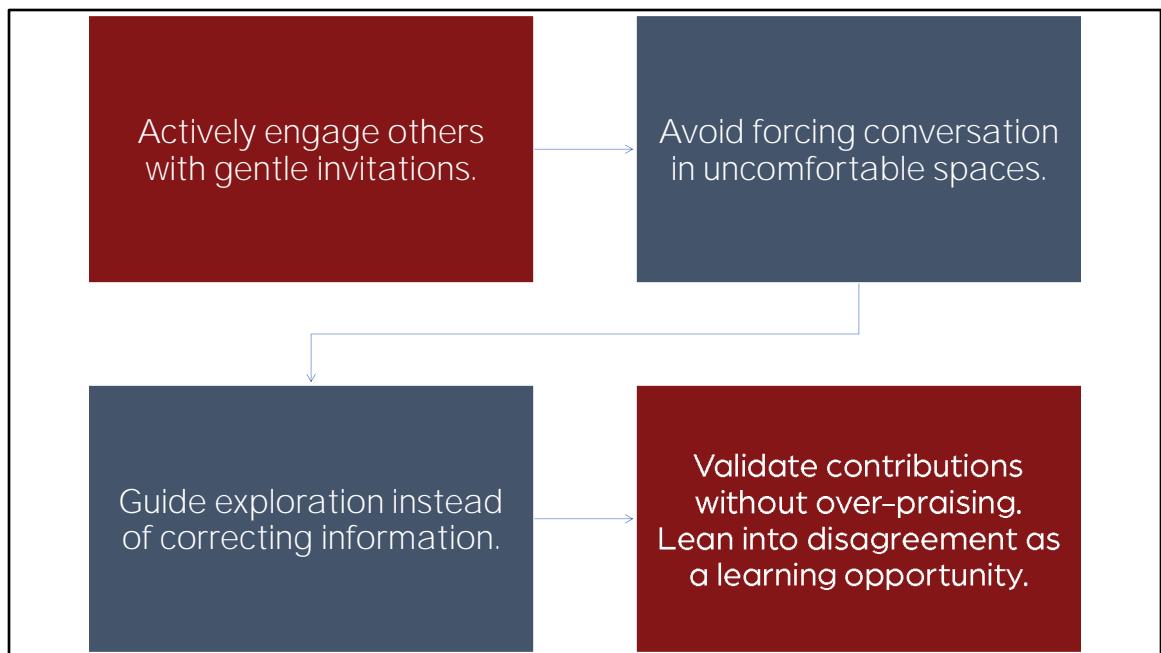
"As facilitators, our goal is to invite participation without pressure. Gentle prompts like *'Would anyone like to build on this?'* or *'Feel free to add a thought in the chat'* encourage engagement without putting anyone on the spot.

- If the group feels hesitant or tense, slow the pace and offer alternatives—chat, reactions, or a brief pause—rather than forcing discussion.
- When information isn't quite right, guide exploration instead of correcting: *'Let's explore other perspectives'* or *'Let's see what the research shows.'* This keeps learning open and dignified.
- Validate contributions with simple, genuine acknowledgments—*'Thanks for sharing that'*—without over-praising.
- Treat disagreement as a learning moment: *'There are different perspectives here— let's explore that.'*
- To support equity, use structured tools like round-robins or "pass or participate," and avoid spotlighting individuals. Ask for volunteers rather than calling on specific people.

Together, these behaviors create low-pressure, respectful conditions where psychological safety can thrive."

1	Use the camera to create eye contact & connection
2	Remember to check the chat
3	Stop screen-share to refocus on people; reshare to refocus on task
4	Remember your body language
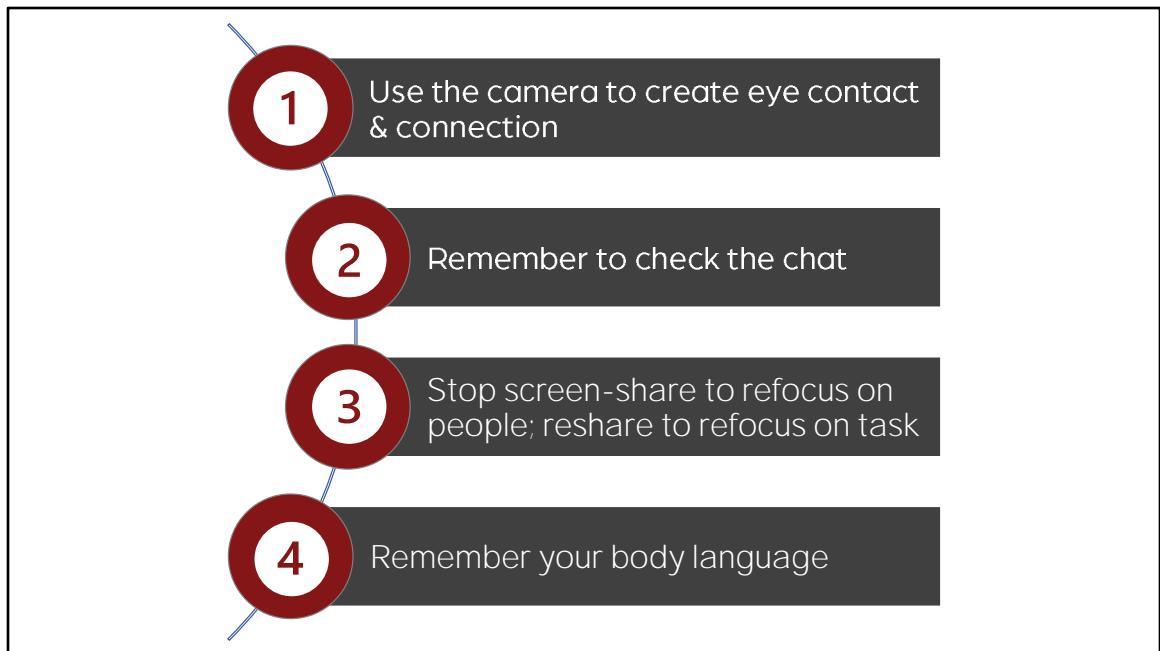
"As facilitators, our presence on Zoom matters just as much as our words. One simple way to build connection is to look toward the camera when you speak. It simulates eye contact and helps participants feel seen, which increases trust and engagement—even in larger groups. Along with eye contact, remember that your body language is still readable on Zoom. A calm posture, nodding, and an open expression all signal safety and attentiveness.

Another tool we can use is intentional screen-sharing. Screen-share naturally pulls attention away from people's faces. If the conversation becomes emotional or you need to re-center the group, **stop screen-share** so participants can see one another again. When you need structure or clarity—like returning to instructions or a prompt—**reshare the screen**. This simple rhythm helps regulate group energy.

And finally, remember you're not facilitating alone. When dynamics start to escalate, the Zoom host is your ally. They can monitor chat, mute disruptions, remove inappropriate content, or help manage breakout rooms. Using your host strategically helps maintain psychological safety and keeps the discussion focused.

Together, these behaviors—intentional presence, mindful use of tools, and leaning on your host—support a calm, connected, and well-managed learning environment."

This will conclude training #3. We will shortly begin the practice session.

Next week we'll wrap up our training series with reviewing
• Facilitator roles and group dynamics

If you have not done so already, also register to be a facilitator by logging into give pulse and telling us which sessions you can attend. The link is in the chat or you can use the qr code on the screen.
https://ou.givepulse.com/event/708289-facilitator-registration-apd2-on-22726

Practice

Now we will stop the recording and spend some time in practice.

Setting the Stage

Scenario: Facilitating APD Breakout Room
Group Size: 13, varied ages, mostly different programs
Prior Relationships: 3 know each other, rest are new
Zoom Conditions:

- 1 student driving (video on)
- 1 student is in a loud coffee shop, disruptive
- 2 have cameras off
- 1 cannot connect their microphone
- Rest are attentive with video/mic on

Task: Activity #3 Team Huddle, answering questions

Setting the Stage

Observed dynamic:

One student with significant prior clinical experience is answering most questions. Others appear marginalized and hesitant to contribute. Dominant student continues to drive the conversation.

Task 1 of 3

> Assess the situation.
> What do we notice?

1) Assess the situation (what you're noticing)
Participation is **uneven**; **one voice dominates**.
Access barriers: driving, noisy environment, audio failure, cameras off (possible safety/privacy/tech hurdles).
Power dynamics: clinical experience + pre-existing relationships likely amplifying hierarchy effects.
Psychological safety signals: hesitation, silence, limited turn-taking, reliance on "expert."
One-sentence name-and-pause you can use:
"I'm noticing most ideas are coming from one voice and several folks haven't had space yet—let's slow down and rebalance."

2) Define what should be happening instead (desired state)
Equity of voice: every member has a **low-pressure avenue** to contribute.
Role clarity & structure: the huddle runs with **clear time**, **process**, and **roles** (e.g., Timekeeper, Equity-of-Voice Monitor, Scribe).
Multiple modes of participation: chat, reactions, brief written notes, or a "pass or participate" option.

Respectful curiosity: disagreement and uncertainty are welcomed; the "expert" contributes **without** overshadowing others.
Inclusive tech posture: barriers (noise, driving, audio) are **accommodated** with alternatives.

3) Intervene with best-practice strategies (psychological safety + Zoom)
A. Reset the container (20–30 seconds)
Pause + Name:
"Let's pause. I'm noticing we're leaning on one person's experience. That's valuable—and I also want to hear a wider range of perspectives."
Reconnect to agreements/purpose:
"Our goal for this huddle is to collect *brief input from everyone*, not to get it perfect."
B. Adjust the environment (tooling + roles)
Screen-share off (faces back on) to refocus on people; **reshare later** for task clarity.
Assign quick roles: Timekeeper (1), Equity-of-Voice Monitor (1), Scribe (1).
Offer modes: "You can add thoughts by mic, chat, or reactions; passing is okay."
C. Structure equitable turn-taking (1–2 minutes total)
Round-robin with 'pass or participate':
"Let's do a fast round—ten seconds each: *one concern or one question* about the case. Passing is welcome."
Prompt for quieter voices first (without spotlighting names):
"I especially welcome voices we haven't heard yet—chat or mic, either is fine."
D. Guide exploration (don't correct)
To the dominant student:
"Thanks—your experience is helpful. Let's add two more viewpoints before we build on that."
To the group:
"What else might be true here?" / "What would another discipline flag at this point?"
E. Leverage chat as a pressure valve
"If you're driving or in a loud space, drop a keyword in chat; the Scribe will capture it."
F. Close the loop (90 seconds)
Scribe recap: Two themes + one open question.
Acknowledge contributions (without over-praise):
"Thank you—that adds helpful angles."
Next step: "We'll reshare the task slide and decide the team's top two actions."

🗣 **Sample Micro-Script (you can use verbatim)**
"Let's pause a moment. I'm noticing we're hearing a lot from one voice, and several of you haven't had space yet. That expertise matters—and I also want to bring in

additional perspectives.

For this huddle, our aim is brief input from everyone. I'm stopping screen-share for a minute so we can focus on each other.

Assigning quick roles: Taylor—Timekeeper, Jordan—Equity-of-Voice Monitor, Sam—Scribe.

We'll do a ten-second round: share one concern or question; 'pass' is fine. If you're driving or in a noisy spot, use chat or a reaction and Sam will capture it.

After two more voices, we'll build on the experienced perspective we heard and see what else might be true."

🔧 What to do about specific barriers

Student driving: "Safety first—please stay off mic; use a reaction or one-word chat if possible."

Noisy coffee shop: "Use chat for now; the Scribe will lift key points."

Cameras off: "Cameras are optional—chat/mic both welcome."

Audio not working: "Use chat; I'll echo your points for the group."

📋 Quick Facilitator Checklist (bring to the session)

Pause + name the imbalance

Restate purpose + agreements

Screen-share off → faces; reshare for task

Assign roles (Timekeeper, Equity-of-Voice, Scribe)

Round-robin ("pass or participate")

Invite multiple modes (chat/reactions/writing)

Acknowledge contributions; avoid over-praise

Curiosity prompts ("What else might be true?")

Close with a short synthesis + next step

⏲️ Debrief Questions for Facilitators (5–7 minutes)

Where did psychological safety feel strong/weak in this scenario? Why?

Which adjustment (roles, screen-share off, round-robin, chat) changed participation the most?

How did you honor prior clinical expertise *and* broaden the conversation?

What would you do differently if time were shorter?

What one sentence will you use next time to rebalance the room?

Define what should be happening instead.

2) Define what should be happening instead (desired state)
Equity of voice: every member has a **low-pressure avenue** to contribute.
Role clarity & structure: the huddle runs with **clear time**, **process**, and **roles** (e.g., Timekeeper, Equity-of-Voice Monitor, Scribe).
Multiple modes of participation: chat, reactions, brief written notes, or a "pass or participate" option.
Respectful curiosity: disagreement and uncertainty are welcomed; the "expert" contributes **without** overshadowing others.
Inclusive tech posture: barriers (noise, driving, audio) are **accommodated** with alternatives.

3) Intervene with best-practice strategies (psychological safety + Zoom)
A. Reset the container (20–30 seconds)
Pause + Name:
"Let's pause. I'm noticing we're leaning on one person's experience. That's valuable—and I also want to hear a wider range of perspectives."
Reconnect to agreements/purpose:
"Our goal for this huddle is to collect *brief input from everyone*, not to get it perfect."

B. Adjust the environment (tooling + roles)
Screen-share off (faces back on) to refocus on people; **reshare later** for task clarity.
Assign quick roles: Timekeeper (1), Equity-of-Voice Monitor (1), Scribe (1).
Offer modes: "You can add thoughts by mic, chat, or reactions; passing is okay."
C. Structure equitable turn-taking (1–2 minutes total)
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For this huddle, our aim is brief input from everyone. I'm stopping screen-share for a minute so we can focus on each other.
Assigning quick roles: Taylor—Timekeeper, Jordan—Equity-of-Voice Monitor, Sam—Scribe.
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Brainstorm Interventions

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F. Close the loop (90 seconds)

Scribe recap: Two themes + one open question.

Acknowledge contributions (without over-praise):

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Round-robin ("pass or participate")

Invite multiple modes (chat/reactions/writing)

Acknowledge contributions; avoid over-praise

Curiosity prompts ("What else might be true?")

Close with a short synthesis + next step

"Let's pause a moment. I'm noticing we're hearing a lot from one profession, and several of you haven't had a chance to contribute yet. I also want to bring in additional perspectives.

For this huddle, our aim is brief input from everyone. I'm stopping screen–share for a minute so we can focus on each other.

Let's assign a few quick roles: Taylor—Timekeeper, Jordan—Equity–of–Voice Monitor, Sam—Scribe.

We'll do a ten–second round: share one concern or question; 'pass' is fine. If you're driving or in a noisy spot, use chat or a reaction and Sam will capture it."

🗣 Sample Micro-Script (you can use verbatim)

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What would you do differently if time were shorter?
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Evaluation

This will conclude today's training. Please complete our short 3 question survey to let us know how we did today.

https://qualtrics.ou.edu/jfe/form/SV_bggYdZkVuxLahwi

Thank you.