

The SAFE CARE Checklist

How Faculty Create Psychologically Safe, Trustworthy, and Belonging-Centered Learning Environments
 Dr. Jessica Bunin, Co-Founder, All Levels Leadership



BEHAVIOR	ACTION	FACULTY PROMPT
<p>See the Climate and the Microclimate</p>	<ul style="list-style-type: none"> • Notice who speaks, who stays silent, and who withdraws • Pay attention to tone during rounds, feedback, and handoffs • Recognize that one team or rotation can override institutional culture 	<p>“What is it like to be a student on my team today?”</p>
<p>Acknowledge Power and Identity</p>	<ul style="list-style-type: none"> • Use correct names and pronouns • Name power differentials explicitly when giving feedback • Avoid humor or comments that rely on stereotypes or assumptions 	<p>“How might my role or identity affect how this lands?”</p>
<p>Frame Learning Without Shame</p>	<ul style="list-style-type: none"> • Normalize uncertainty and mistakes • Give feedback on behaviors, not character • Replace “Why did you...” with “Talk me through your thoughts?” 	<p>“Does this feedback invite growth or trigger fear?”</p>
<p>Ensure Predictability and Transparency</p>	<ul style="list-style-type: none"> • Explain expectations and evaluation criteria up front • Be consistent in how feedback and concerns are handled • Clarify confidentiality and reporting boundaries 	<p>“Would this feel fair if I were the learner?”</p>

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– Amy Edmonson

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<p>Check in and Close the Loop</p>	<ul style="list-style-type: none"> • Briefly check in at the start of small groups or rotations • Follow up after difficult moments or disclosures • Communicate what changed after learner feedback 	<p>“Do learners know I appreciated and used their input?”</p>
<p>Act When Harm Occurs</p>	<ul style="list-style-type: none"> • Interrupt shaming, dismissive, or biased comments in real time • Address behavior calmly and privately when appropriate • Model repair when mistakes are made 	<p>“How did I role model responding?”</p>
<p>Respond Supportively to Distress</p>	<ul style="list-style-type: none"> • Thank learners for speaking up • Normalize help-seeking as professionalism • Offer options, not ultimatums 	<p>“Did my response increase or decrease safety?”</p>
<p>Evaluate Belonging as an Expectation</p>	<ul style="list-style-type: none"> • Treat respect and inclusion as core clinical competencies • Recognize relational excellence in learners and colleagues • Reinforce that everyone deserves dignity in learning spaces 	<p>“Would this learner feel valued here tomorrow?”</p>

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