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#### **Psychological Safety in Pediatric Healthcare Education: A Conceptual Framework for Learning and Professional Development**

Pediatric healthcare professionals work in complex environments that require continuous learning, effective communication, teamwork and adaptive decision-making. While educational initiatives often focus on knowledge acquisition and technical competence, less attention has been paid to the relational conditions that facilitate learning within healthcare teams. Healthcare professionals differ in their communication styles, responses to feedback and participation in learning activities, suggesting that relational factors may influence learning processes. Psychological safety has been increasingly recognized as a condition that supports participation, communication, feedback integration and shared learning; however, its role in pediatric healthcare education remains insufficiently understood. The research question guiding this conceptual work is: How might psychological safety facilitate learning, reflective practice and professional development within pediatric healthcare teams? The objective was to develop a conceptual framework describing the potential role of psychological safety as a facilitator of learning and professional development. This conceptual study was informed by reflective clinical observation of healthcare education environments, experiences in simulation-based learning and team-based training, complemented by a narrative review of literature on psychological safety, adult learning, feedback processes and team development. The proposed framework identifies five interconnected dimensions: active participation in learning experiences, openness to feedback, reflective learning, collaborative communication and continuous professional development. Psychological safety is proposed as a foundational condition that supports learning, collective reflection and continuous improvement. Further empirical research is needed to evaluate the framework and explore its application in pediatric clinical and educational settings.

**Keywords:** Psychological Safety; Pediatric Healthcare Education; Simulation-Based Learning; Reflective Practice; Professional Development; Professional Well-being.

#### **Biography**

Omaira del Carmen González Briceño, MD, is a pediatrician with training in Clinical Research and Epidemiology, clinical simulation and healthcare education. Her areas of interest include pediatric emergency medicine, learning within healthcare teams, psychological safety, professional well-being and neuroscience applied to clinical practice. She is the developer of the GESTERME conceptual framework, focused on emotional self-management and professional sustainability among healthcare professionals. She is actively involved in clinical care, medical education, scientific communication and research, with a particular interest in learning processes, professional development and continuous quality improvement in healthcare.