

## Faculty development

Workshops from the Royal College of Physicians in partnership with the Swiss Institute of Medical Education

**April & September 2017**



# Introduction

The Royal College of Physicians (RCP) is the oldest and most prestigious English Medical Foundation, incorporated by Royal Charter in 1518. The RCP promotes the highest standards of medical practice. The work of the RCP includes delivering educational programs, examinations, continuing professional development and conferences.

The Swiss Institute of Medical Education SIWF/ISFM is the Swiss competence centre for postgraduate education and for continuing professional development. Under a mandate of the Swiss Federation it is responsible for the training programs of all medical specialties.

## The partnership is offering the following workshops:

25 April 2017 - **Teaching in clinical settings**

26 April 2017 – **Basic leadership skills**

27-28 April 2017 - **Effective strategies for feedback, assessment and supporting underperforming trainees**

12 September 2017 – **Supporting the underperforming trainee**

13 September 2017 – **Masterclass on Effective teaching skills**

14 – 15 September 2017 – **Advanced leadership for doctors**

# Program description

Excellence in medical education requires a well-trained faculty of clinical teachers. The aim of these one-day and two-day programs is to enable participants to gain new ideas and practical skills which will have an immediate impact in the workplace.

The programs use innovative, interactive teaching methods and provide opportunities for practising a range of newly acquired skills, including giving constructive, effective feedback and facilitating small groups. They provide practical guidance, using real life situations, on how to manage and support underperforming trainees.

These are ideal programs for those who wish to develop strategies and feedback for training doctors, trainees and medical students in a range of workplace settings.

# Target audience

These programs are appropriate for any doctors or faculty involved in training, who wish to become more knowledgeable as educators in undergraduate, postgraduate, and continuing medical education.

# Venue and registration

The deadline for registration is 15 March 2017 for the April workshops and 15 June 2017 for the September workshops.

## Registration

We kindly ask for registration under:

[www.luks.ch/standorte/luzern/kliniken/medizin/veranstaltungen](http://www.luks.ch/standorte/luzern/kliniken/medizin/veranstaltungen)

## Contact

If you need further information: [astrid.marti@luks.ch](mailto:astrid.marti@luks.ch), or

**Phone:** 0041 41 205 51 45

**Address:** Luzerner Kantonsspital, Departement Medizin, Sekretariat Medizin, CH-6000 Luzern 16

## Workshop fee:

> 300.- Fr. for the one-day workshops

> 500.- Fr. for the two-day workshops

The SIWF/ISFM will provide additional sponsoring for the workshops.

Dinner on evening one of the two 2-day workshops are sponsored by the SIWF/ISFM



# Teaching in clinical settings

25 April 2017

## Learning objectives

- create a supportive environment for your learners
- select appropriate teaching and learning methods
- plan for clinical teaching
- identify ways of integrating teaching and learning into everyday service provision
- maximise opportunities for teaching and learning in the clinical setting
- deliver effective teaching sessions in the clinical setting
- identify effective strategies for evaluating teaching.

## Program

- registration and refreshments
- welcome and introductions
- planning for teaching in the clinical setting
- teaching in the clinical setting
- identifying teaching and learning opportunities
- how to teach effectively (1)
- the five-step micro-skills model
- how to teach effectively (2)
- strategies for evaluating teaching
- evaluation and close.

# Basic leadership skills

26 April 2017

## Learning objectives

- define the nature and purpose of leadership
- recognise the differences between management and leadership
- describe the challenges of a leadership role
- identify effective skills for maximising leadership opportunities
- describe alternative styles of leadership
- identify effective leadership strategies for yourself
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## Program

- registration and refreshments
- welcome and introductions
- the nature and purpose of leadership
- identifying the difference between management and leadership
- developing yourself as a leader
- seeking and responding to feedback on leadership skills
- leadership, rewards, challenges and coping with the challenges
- strategies for becoming an effective leader



# Effective strategies for feedback, assessment and supporting underperforming trainees

27-28 April 2017

## Learning objectives

- recognise the importance of effective feedback
- describe best practice in giving effective feedback
- use an effective feedback model
- define assessment and appraisal
- identify principles of an effective assessment system
- introduce relevant assessment methods to use with trainees
- use appropriate methods of assessment in a way that
- ensures objectivity, reliability, validity and feasibility
- provide an opportunity to practise assessment methods
- show how assessment and feedback link with effective learning
- support your trainees to accept and act upon constructive feedback
- describe effective strategies for supporting underperforming trainees

## Program day one

- registration and refreshments
- welcome and introductions
- analysing feedback – how to make a difference
- giving constructive feedback – using an effective feedback model
- principles of assessment
- assessment methods currently in use in Switzerland
- an effective assessment system and links to the curricula
- practising assessment methods

## Program day two

- supporting learner development
- effective feedback for the underperforming trainee
- underperforming trainees – developing effective strategies for improvement
- performance issues
- action planning
- evaluation and close

# Supporting the underperforming trainee

12 September 2017

## Learning objectives

- identify the underperforming trainee
- recognise the potential causes of underperformance
- recognise the role of effective feedback
- use a range of effective feedback models
- identify appropriate evidence when dealing with underperformance issues
- use a diagnostic tool to identify options for dealing with underperformance
- develop strategies for supporting underperforming trainees

## Program

- how to identify an underperforming trainee
- what are the causes of trainee underperformance?
- using effective feedback models
- identifying and using appropriate evidence when dealing with issues of underperformance
- using a diagnostic tool to support trainers when dealing with underperforming trainees
- developing strategies to support underperforming trainees



# A Masterclass on Effective Teaching Skills

13 September 2017

## Learning objectives

- create a supportive environment for your learners
- select appropriate teaching and learning methods
- write objectives for a non-clinical teaching session
- design and use a session plan
- deliver effective teaching sessions for small and large groups
- identify practical methods of evaluating teaching

## Program

- what makes a good learning experience?
- choose appropriate teaching and learning methods
- writing objectives for our learners
- planning a teaching session for the non-clinical environment
- small and large group teaching techniques
- evaluating your teaching

# Advanced leadership for doctors

14-15 September 2017

## Learning objectives

- define the nature and purpose of leadership
- recognise the role of clinical leadership
- describe ways of ensuring an effective clinical team
- identify your role within a team and the role of others
- identify strategies for effective team leadership
- analyse team motivation factors
- recognise the link between power bases and leadership approaches
- describe reasons why people resist change
- recognise the 'human dimension' of change
- Consider a model for managing change
- develop strategies for leading and managing organisational change
- create a personal leadership development plan

## Program day one

- registration and refreshments
- welcome and introductions
- the role of clinical leadership
- ensuring an effective clinical team
- strategies for effective team leadership
- Belbin team roles and how roles impact on each other
- motivating factors that can impact on teams
- creating a team leadership plan

## Program day two

- clinical leadership
- exploring why people might resist change and how to overcome this
- understanding the relationship between power bases and leadership approaches
- considering the human dimension of change and how your leadership decisions impact on others
- organisational change and change management – exploration of models for change
- leadership case studies
- personal leadership development plan

# Teaching faculty

**Winnie Wade, BSc (Hons), PGCE (Postgraduate Certificate of Education), MA  
Curriculum Studies, MA Education**



Winnie is Executive Director of Education at the Royal College of Physicians. She has extensive experience of faculty development and development of innovative methods of learning and teaching. She has designed and delivered educational programmes at all levels within the medical and Higher Education sectors. Winnie is an international expert on workplace-based assessment, leadership and curriculum design and development.

**David Parry, BA (Hons), PGCE (Postgraduate Certificate of Education), MA, CPE**



David is the Deputy Director of Education at the Royal College of Physicians. David undertook a further research degree and a postgraduate teaching certificate at the University of London. He then lectured in London before moving to work in Japan. On his return to the UK he delivered the Greenwich University postgraduate teaching programmes, as well as delivering and developing materials at the Institute of Education, University of London.

His areas of expertise include the management of the learning environment and approaches to teaching small and large groups. His role at the Royal College of Physicians involves the delivery and development of a wide variety of programmes and educational initiatives.

**Dr Simon Cooper, MBBS, FRCP**



Simon Cooper is a consultant physician at MusgrovePark Hospital in Taunton, a 700 bedded District General Hospital in the South West of England. He is the college tutor responsible for delivery and assessment of the core medical training.

He is also the associate academy dean of the Somerset Academy of Bristol University Medical School, involved in delivery and design of the undergraduate curriculum, assessment and mentoring of medical students. He facilitates delivery of educational workshops with the Royal College of Physicians and also the local deanery and medical school.