Faculty development

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

May & September 2019

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:

7 May 2019 - **Teaching in clinical settings**
8 May 2019 – **Basic leadership skills**
9-10 May 2019 - **Effective strategies for feedback, assessment and supporting underperforming trainees**

3 September 2019 – **Teaching in clinical settings**
4 September 2019 – **A masterclass on Teaching in non-clinical settings**
5-6 September 2019 – **Advanced leadership for doctors**

Workshops times

Registration: 9.00

Workshop starts: 9.30

Workshop finish: 16:30

Venue and registration

The deadline for registration is 26 March 2019 for the May workshops and 2 July 2019 for the September workshops.

Registration
We kindly ask for registration under:
www.luks.ch/royal-college

Contact
If you need further information: melanie.setz@luks.ch, or
Phone: 0041 41 205 48 82
Address: Luzerner Kantonsspital, Departementsleitung Chirurgie, 6000 Luzern 16

Workshop fee:
> 400.- Fr. for the one-day workshops
> 650.- 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

7 May 2019

Learning objectives

- supporting learning in clinical settings
- select teaching and learning methods that are appropriate for a variety of clinical settings
- 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 to evaluate your role as a clinical teacher

Program

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

Basic leadership skills

8 May 2019

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

9-10 May 2019

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

Teaching in clinical settings

3 September 2019

Learning objectives

- supporting learning in clinical settings
- select teaching and learning methods that are appropriate for a variety of clinical settings
- 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 to evaluate your role as a clinical teacher

Program

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

A Masterclass on Teaching in non-clinical settings

4 September 2019

Learning objectives

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

Program

- what makes a good learning experience?
- choose appropriate teaching and learning methods for classroom settings
- 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

5-6 September 2019

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 ream 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