Faculty development

Workshops from the Royal College of Physicians and the Swiss Institute of Medical Education

April, June & July 2021 – Online
September & November 2021 – Face-to-Face
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:

**Online Delivery**

13 April 2021 – Teaching in clinical settings (delivered in English by the RCP) – Fully booked
29 June 2021 – Teaching in clinical settings (delivered in English by the RCP) – New date
6 July 2021 – Supporting the underperforming trainee (delivered in English by the RCP)

**Face-to-Face Delivery**

6 September 2021 - Lehren im klinischen Alltag (delivered in German by Swiss faculty)
7 September 2021 - Lehren im klinischen Alltag (delivered in German by Swiss faculty)
8 September 2021 – Effektives Feedback und arbeitsplatz-basiertes Assessment (delivered in German by Swiss faculty)
9 September 2021 – Unterstützung von Ärztinnen und Ärzten in Weiterbildung mit ungenügenden Leistungen (delivered in German by Swiss faculty)
10 September 2021 – Unterstützung von Ärztinnen und Ärzten in Weiterbildung mit ungenügenden Leistungen (delivered in German by Swiss faculty)

2 November 2021 – Using feedback to improve performance (delivered in English by the RCP)
3 November 2021 – Basic leadership skills (delivered in English by the RCP)
4-5 November 2021 – Advanced leadership for doctors (delivered in English by the RCP)

**Workshops times**

Registration: 9.00
Workshop starts: 9.30
Workshop finish: 16:30
Venue and registration

The deadline for registration is:
April online workshop – Fully booked
7 May 2021 for the June online workshop
7 May 2021 for the July online workshop
31 May 2021 for the September workshops
31 July 2021 for the November workshops

Registration
We kindly ask for registration under:
April Online - Fully booked
June Online - luks.ch/veranstaltungen/royal-college-online-workshop-june-2021
July Online - luks.ch/royal-college_online_July21
September Face-to-Face - luks.ch/royal-college_on-site_Sept.21
November Face-to-Face- luks.ch/veranstaltungen/royal-college-workshops-november-2021

Contact
If you need further information: jmm@luks.ch, or
Phone: 0041 41 205 48 32 / 0041 41 205 48 82
Address: Regula Burri and Stefanie Stadelmann, Luzerner Kantonsspital, 6000 Luzern 16

Workshop fee:
> 300.- Fr. for the one-day online workshops
> 400.- Fr. for the one-day face-to-face workshops
> 650.- Fr. for the two-day face-to-face workshop
The SIWF/ISFM will provide additional sponsoring for the workshops.
Dinner on evening one of the 2-day workshop is sponsored by the SIWF/ISFM

Information on online workshop:
New for 2021 we are offering online tutor led training. The online workshops will be
delivered in real time by the teaching faculty from the Royal College of Physicians and is
designed to replicate the teaching experience from our popular face-to-face courses.
Student numbers are limited to allow for an interactive learning environment and we
expect these workshops to be very popular. Please book now to avoid disappointment.
Teaching in clinical settings

Online delivery
13 April 2021 – Fully booked
RCP faculty (delivered in English)

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
- 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.
Teaching in clinical settings

Online delivery
29 June 2021
RCP faculty (delivered in English)

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• planning for teaching in the clinical setting
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• 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.
Supporting the underperforming trainee

Online delivery
6 July 2021
RCP faculty (delivered in English)

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
Teaching in Clinical Settings
Swiss faculty (delivered in German)

Lehren im klinischen Alltag

6. September und 7. September 2021 (gleicher Inhalt)

Lernziele

- Sensibilisierung für das Lehren und Lernen im klinischen Alltag
- Anleitung zur Gestaltung und Optimierung von Lernsituationen
- Kennenlernen und üben von wirkungsvollen Lehrmethoden für den Gebrauch im klinischen Alltag

Programm

Begrüssung
Anhand von Fallbeispielen, Videosequenzen, Gruppenarbeiten und Theorieeinheiten wollen wir gemeinsam folgende Themen erarbeiten:

- Wodurch zeichnet sich ein «guter Arzt» resp. ein «guter Lehrer» aus?
- Welche Faktoren tragen zu einer positiven Lernumgebung bei?
- Lehrreiche Momente im Alltag erkennen und nutzen (teachable moments)
- Methoden zum Lehren und Lernen im klinischen Alltag

Abschluss und Evaluation des Kurses
Assessment and feedback

Swiss faculty (delivered in German)

Effektives Feedback und arbeitsplatz-basiertes Assessment
8. September 2021

Lernziele
• Verständnis von Regeln und Zielen eines effektiven Feedbacks
• Anwendung verschiedener Feedbackmodelle
• Wie kann Feedback gegeben werden ohne die Regeln professioneller Kommunikation zu verletzen?
• Einsatz adäquater Assessment-Methoden unter Einhalten von Zuverlässigkeit, Validität, Praktikabilität, Transparenz und Messbarkeit des Lerneffekts
• Gelegenheiten für Feedback und Assessment identifizieren und nutzen

Programm
• Begrüssung und Einführung
• Lernziele des Workshops
• Definition Feedback
• Einsatz verschiedener Feedback-Modelle
• Fallstricke beim Feedback-Geben erkennen
• Regeln professioneller Kommunikation
• Definition von formativem und summativem Assessment
• Gelegenheiten für Feedback und Assessment identifizieren
• Feedback-Training in der Kleingruppe
• Arbeitsplatz-bezogenes Assessment in der Schweiz (mini-CEX, DOPS)
• WBA-Training in der Kleingruppe
• Key messages für die eigene Implementierung
Supporting the underperforming trainee

Swiss faculty (delivered in German)

Unterstützung von Ärztinnen und Ärzten in Weiterbildung mit ungenügenden Leistungen

Voraussetzung: Ein Workshop zum Thema ‘Feedback’ wurde zuvor besucht (z.B. SIWF-Workshop, Kurs an Universität oder bei Fachgesellschaft).

9. September und 10. September 2021 (gleicher Inhalt)

Lernziele

- Typische Situationen erkennen, in denen sich ungenügende Leistungen von Ärztinnen und Ärzten in Weiterbildung zeigen
- Ungenügende Leistung objektiv bewerten können
- Ungenügende Leistungen kommunizieren, eine gemeinsame Sicht entwickeln und einen Lösungsweg erarbeiten
- Einer Entwicklung von ungenügender Leistung vorbeugen

Programm

- Begrüssung
- Ungenügende Leistung erkennen und objektivieren
- Ungenügende Leistung mitteilen
- Unterstützungsprogramm entwickeln
- Re-Evaluation / Konsequenzen
- Prävention
- Referenzen geben
- Abschluss
Using feedback to improve resident performance

2 November 2021
RCP faculty (delivered in English)

Learning objectives

• describe best practice in giving effective feedback
• critically apply effective feedback models
• consider how to support residents to accept and act upon constructive feedback
• recognise the early warning signs of underperformance
• use appropriate evidence to identify performance issues
• formulate effective strategies for supporting improved performance
• construct meaningful personal development plans to support performance improvement

Program

welcome
• analysing feedback
• giving constructive feedback
• effective feedback models
• receiving feedback and promoting action
• defining the resident in difficulty
• recognising the early warning signs of underperformance
• using appropriate evidence to identify performance issues
• effective strategies for supporting improved performance
• producing personal development plans
close
Basic leadership skills

3 November 2021
RCP faculty (delivered in English)

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

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
Advanced leadership for doctors

4 November – 5 November 2021
RCP faculty (delivered in English)

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