Faculty development

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

April & September 2020
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:

28 April 2020 - Teaching in clinical settings
29 April 2020 – Basic leadership skills
30 April – 1 May 2020 – Advanced leadership for doctors

2 September 2020 – Teaching in clinical settings
3 September 2020 – Workplace-based assessment
4 September 2020 – Supporting the underperforming trainees

Workshops times

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

The deadline for registration is 27 March 2020 for the April workshops and 13 July 2020 for the September workshops.

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

Contact
If you need further information: stefanie.unternaehrer@luks.ch, or
Phone: 0041 41 205 48 82
Address: Luzerner Kantonsspital, 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

28 April 2020

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

29 April 2020

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

30 April – 1 May 2020

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
Teaching in clinical settings

Swiss and RCP faculty

2 September 2020

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
- maximise opportunities for teaching and learning in the clinical setting
- deliver effective teaching sessions in the clinical setting

Program

- planning for teaching in the clinical setting
- teaching in the clinical setting
- identifying teaching and learning opportunities in clinical settings
- how to teach effectively
- the five-step micro-skills model
Workplace-based assessment

Swiss and RCP faculty

3 September 2020

Learning objectives

- Define assessment
- use appropriate methods of assessment in a way that ensures reliability, validity, transparency, feasibility and educational impact
- provide good quality, useful feedback
- identify and maximise opportunities for workplace-based assessments
- overcome problems related to the assessment process

Program

- Definitions and principles of assessment
- Giving effective feedback
- mini-CEX
- DOPS
- Multi-source feedback
- Case-based discussion
- Opportunities for assessment
Supporting the underperforming trainee

Swiss and RCP faculty

4 September 2020

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
• 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
• developing strategies to support underperforming trainees