

# Course programme



## Who is it for?

The course will currently be specialty specific for the following groups :-

### Paediatrics

General paediatrics Paediatric anaesthesia Paediatric intensive care and High Dependency Emergency Medicine

### Adults

Perioperative Adult Medicine (eg HDU) Anaesthesia Adult Intensive Care Emergency Medicine

It is suitable for health staff members who are already or are about to become leaders in emergency events for whom leadership skills will be relevant and important. This would apply to those returning to work as well as those stepping up into middle grade positions

## Course Directors

**Dr Margarita Burmester**

Consultant Paediatric Intensivist  
Co- Director SPRinT Programme

**Dr Mary Lane**

Consultant Paediatric Anaesthetist  
Co- Director SPRinT Programme

**Dr Ajay Desai**

Consultant Paediatric  
Intensivist

**Kumi De Costa**

Lead Nurse for the SPRinT  
Programme

**Sami Collins**

Lead Nurse for the SPRinT  
Programme

- 08:45 Coffee & Registration
- 09:00 Welcome & aims, consent & introduction
- 09:15 Crisis resource management - basic principles - concept of nurse lead and medical lead
- 09:30 Clinical leadership – skills and challenges
- Video scenarios:  
Ideal clinical leadership/Conflict management/Difficult decision making /End of emergency – Successful/unsuccessful—outcome
- 10:15 psychological safety, confidential etc
- 10:30 intro to mannequins and environment
- 1045 coffee
- 1100 Leadership Simulation Sessions (facilitated by the faculty)
- 11:00 – 13:00 Simulation Sessions 1-4
- 13:00-13:45 Lunch
- 13:45 – 15:45 Simulation Sessions 5-8
- 15:45 Refreshment Break
- 16:00 – 17:00 Simulation Sessions 9-10
- 17:00 Closing remarks
- 17:10-17:20 Evaluation and Finish



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# Clinical Leadership Course

**8th October 2018 (Full)**  
**22nd January 2019**  
**12th June 2019**  
**15th October 2019**



6 JULY 2015, BIRMINGHAM

**PATIENT SAFETY AWARDS**

**WINNER**

# What will I learn?



The first part of the day will be designed to emphasise conceptual knowledge with didactic teaching of crisis resource management principles.

Emphasis on clinical leadership skills, situational awareness, and empowerment of participating teams would be included.

This would be followed by interactive learning of specific leadership examples of good clinical leadership, managing conflict, decision making and end of resuscitation management through video aids and discussions of characters in filmed vignette examples.

The importance of followership and role allocation would also be taught.

The rest of the day will involve simulation training scenarios with one lead participant acting as team leader and the rest of the participants acting as team members.

**Formative feedback** will be provided having collected real-time assessment data, in order to inform immediate formative feedback to learners.

## Venue



Clinical Skills and Simulation Centre,  
Royal Brompton Hospital,  
South Parade, London SW3 6LL

## Registration Form

(Prof/Dr/Mr/Mrs/Ms/Miss)

Surname: \_\_\_\_\_

First Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Postcode: \_\_\_\_\_ Country: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Job Title: \_\_\_\_\_

Hospital/PCT: \_\_\_\_\_

## Course Contact

Contact & registration forms to:

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## Course Cost

Cost: **FREE**

Funded by



**Health Education England**

“A team needs a leader. Someone has to take command, distribute tasks and collect all the information. You need to get some insight into what it means to lead a team. Leadership is not about knowing more than everybody else, doing everything alone or putting other people down. Leadership is about coordinating and planning using clear communication “(Rall, Dieckmann 2005).

### This one day course aims to address generic issues like:-

- Generic Professional Capabilities, as defined by the GMC particularly: leadership, team-working skills, specialty-specific skills and decision-making.
- Responding to generic and specialty-specific emergencies
- Self-confidence and self-perception in one’s clinical abilities
- Adjusting to new circumstances
- Knowledge gaps resulting from time out of practice (e.g. clinical protocol, policies and procedures)