

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

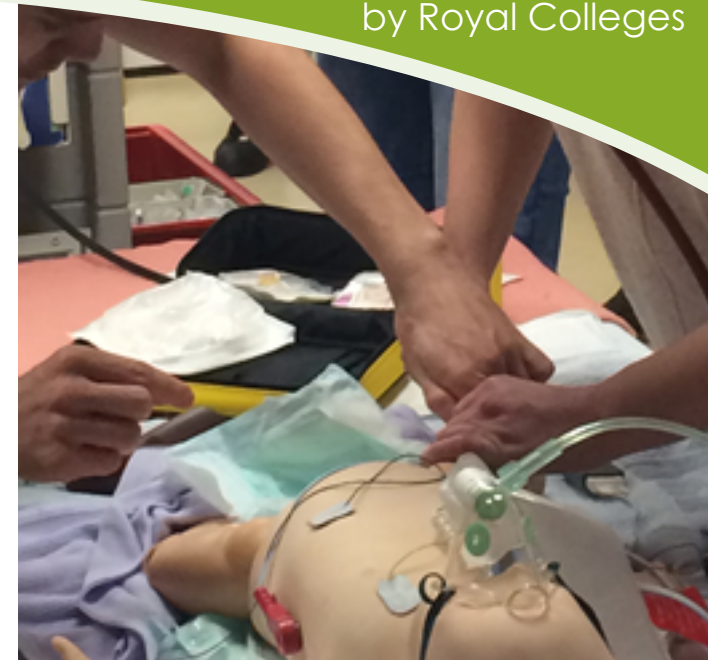
17:10-17:20 Evaluation and Finish



facebook.com/sprintsimulation



@sprintsim



Clinical Leadership Course

8th October 2018
22nd January 2019
12th June 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:

Kumi De Costa / Sami Collins
Lead Nurses for the SPRiNT Programme
Royal Brompton Hospital
Sydney St, London SW3 6NP
Tel: +44 (0) 207 352 8121 ext 82758
Fax: +44 (0) 207 351 8758

Email: sprint@rbht.nhs.uk

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 professional, 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)