

Workshop Descriptions

Tomorrow's Leaders, Today: Leadership and Management in the undergraduate curriculum

(A) Exploring self and impact on others

Presented by: Ms Deirdre Wallace, University College London

“Everything that irritates us about others can lead us to an understanding of ourselves”.

Carl Jung, Swiss psychiatrist and founder of Analytical Psychology (1875 – 1961).

If we are to believe that it is difficult to be a credible leader when you aren't aware of your own strengths and weaknesses then we need to explore a safe teaching methodology exploring self for our medical students to prepare them for clinical leadership. This workshop aims to explore experiences of medical students learning about self-perception and how they are perceived by other members of a team. Are they ready to receive the feedback?

(B) Leading and following in teams

Presented by: Professor John Earis, University of Liverpool

This workshop will explore the learning from the following case Study: Delivering leadership training for undergraduate medical students in conjunction with Army Reservists (208 Field Hospital Liverpool).

Failure of clinical leadership has been identified as one of the major underlying causes of patient care in the NHS. The GMC has identified the importance of developing team working and leadership for undergraduates but identifying ways to incorporate the medical leadership competency framework into an overcrowded timetable remains an issue for undergraduate medical educators.

In Liverpool, as part of the new curriculum introduced in 2014, an innovative approach has been employed to develop leadership and teamwork. After extensive planning the University of Liverpool and British Army 208 (Liverpool) Field Hospital undertake a residential course at Altcar Training Camp for first year medical students. The course builds on the Army's long standing expertise in developing teamwork and leadership. The students undergo a series of exercises in small groups with a mentor, take turns in leading and receive both mentor and peer feedback.

(C) Understanding health organisations and systems

Presented by: Dr Jonathan Ellis, University of Buckingham Medical School
Dr Ann Chapman, University of Glasgow Medical School

In this workshop we will present a summary of two current medical student leadership student selected components (SSCs) being taught at the Universities of Glasgow and University of Buckingham. We will highlight how these SSCs help students understand healthcare organisations and healthcare systems.

Following a short presentation of the SSC content and style by the course leaders from the University of Glasgow and the University of Buckingham, the workshop will be invited to reflect upon the theoretical and practical balance of medical student leadership teaching, and to propose ideas to optimise medical student understanding of healthcare organisations and systems.

(D) Leading change and improvement

Presented by: Dr Cindy Sethi, Kings College London

For organisations such as the NHS, the accumulation of seemingly small gains in quality and efficiency through local quality improvement trials can lead to transformational improvements in clinical systems and processes. In this workshop I will discuss how, at GKT medical school, we are spiralling the theme of Quality Improvement through our undergraduate programme. The aim of the new MBBS2020 curriculum is not only to produce critical thinking, patient-centered clinicians but also the next generation of leaders in healthcare improvement. I will highlight our successes, challenges and feedback to date.