

Paired Learning

Birmingham Children's Hospital



Paired Learning at BCH

- 60 participants
- Monthly workshops
- BCH culture and support but meetings in silos
- Shadowing experience in meetings and clinical areas
- Discussion & debate
- Service improvement projects

Paired Learning Next Steps

- Continuing programme at BCH- led by manager and doctor
- Working with other trusts & primary care colleagues



My paired learning experience

Our shared aims

- To gain an appreciation for each others roles
- Establish an expectation of 'the manager' from 'clinicians' and vice versa
- Offer an open diary to meetings and events
- Provide clinical shadowing opportunities
 - LEARN

Learning and Surprises

- Completely under estimated the medical managerial gap
 - Perceptions of the faceless administrators
 - 'Walking in the shoes of' will be an essential part of my leadership style
- Medical training
 - Relentlessness of clinical exams, and their associated financial costs
 - No management component
- Employment
 - The competitive 'consultant' post climate
 - Genuine concerns for employment
- Getting great ideas heard
 - Getting involved in Local and Trust wide initiatives can be really difficult
 - Perceptions of being unheard

Outcomes

- 'Walking in the shoes of' will be an essential part of my leadership style
- Coaching includes encouraging managers to plan 'shadow time'
 - The power of observational studies
- Discussions with the education team my involvement with leadership training courses
- Completed mentorship course
- #BCHpathways – clinical panel structure
 - Open forum
 - Easy access
 - Demonstrate – do with and for
 - Visibility
- Need to develop a 'go to map' for clinical teams



My paired learning experience

Learning and Surprises

- You can have a sensible conversation with a manager!
 - Put the patient first
 - A lot of energy to improve care
 - Keen to listen
 - Want to help improve the system
- Building clinician/managerial relationships
 - Mutual respect
 - Increase shared knowledge
 - Mutual trust
 - Understand 'targets'
- Increased knowledge of BCH organisation
 - Structure
 - Strategy
 - Ambitions for future
- Influence
 - Talking to managers
 - Attending meetings
 - Can have a voice as a trainee

Where Next?

- Increase understanding in Manager training
 - Similarities with medical training?
- Further shadowing
 - Increase knowledge
- Identify system 'glitches'
 - Picking up minor issues
 - Transmit to management team
 - Resolve before become 'major' issue
- Work on a combined project
 - Distraction in theatre
 - MDT approach – including managers!!



Our experiences

- Similarities:
 - Jargon
 - Challenges and insecurities
 - Similar goals and shared values
 - Continuing professional development
- What have we gained?
 - Empowered doctor in training voice in the organisation
 - Created new networks and relationships
 - Confidence in clinical leadership
 - Resilience
 - Greater understanding of each others role and challenges
 - Insight into the type/style of leader that we aspire to be



Paired Learning Team at BCH

- Lydia Salice, Management Trainee @LydiaBenedetta Lydia.salice@bch.nhs.uk
- Dr Nicki Kelly, PICU Registrar @nickik_ nickik@doctors.org.uk
- Dr Jeremy Tong, PICU Registrar @jez_tong
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- Alex Borg, Associate Service Director @AlexanderDBorg

Information on Paired Learning

Toolkit on starting Paired Learning

<http://www.imperial.nhs.uk/pairedlearning/resources/>

Evaluation of Paired Learning at Imperial

http://www.imperial.nhs.uk/prdcons/groups/public/@corporate/@communications/documents/doc/id_033648.pdf

