
Trainees in Difficulty Masterclass

Strategies for Medical, Dental and Healthcare Educators

Start date	22 February 2019	End date	22 February 2019
Venue	Madingley Hall, Madingley Cambridge		
Tutor	Dr Clare Morris, Dr Jeremy Webb and Lesley Cave	Course code	1819PPBM05 Trainees in Difficulty Masterclass
To book	See: www.ice.cam.ac.uk or telephone 01223 746262		

Tutor biography

The course tutors are experienced facilitators, bringing expertise from medical, dental and healthcare education and coaching.

Clare Morris EdD, MA(Ed) BSc(Hons) PFHEA

Clare has been actively involved in faculty development activity for the past 15 years, supporting the development of medical and healthcare staff as researchers, scholars, teachers and leaders. Clare's research and scholarship focus on the clinical workplace as a site for learning. Clare is currently a tutor on the highly regarded [Postgraduate Certificate in Medical Education](#) at the Institute for Continuing Education and Course Director for the forthcoming [Postgraduate Diploma in Medical Education](#).

Jeremy Webb

Jeremy is a General Practitioner, Director of Studies at Wolfson College, Cambridge and a Graduate Course tutor. He is Clinical Sub Dean for Staff Development at the University of Cambridge, School of Clinical Medicine and Course Director for the [Postgraduate Certificate in Medical Education](#) at the Institute for Continuing Education.

Lesley Cave MSc, MSP, PCC ICF

Lesley's expertise is focused on behavioural & performance change in organisations and is best summarised as a tripartite of a) Executive coaching, coach mentoring, coach supervision and training b) Executive and Trustee positions, including active engagement in a range of Senior Leadership activities within the Public, Private and Charity Sectors and c) Senior interim consultancy positions focusing on education, training and development, quality, service improvement and innovation.

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Strategies for Medical, Dental and Healthcare Educators
Friday 22 February 2018
Programme

09:30	Coffee and registration
10:00	Introduction. Understanding difficulties, responding to needs. Scenario based work
11:15	Coffee
11:45	Developing feedback skills
13:00	Lunch
14:00	Contracting for conversations. Coaching for performance
15:15	Tea
15:30	Coaching for performance-skills rehearsal
16:45	End of course

NB: There is some prior preparatory activity required

Course syllabus

The course focusses on the development of skills and strategies to identify, manage and support learners who are experiencing difficulties that are impacting on their development and/or progression. It is designed to be of use to medical, dental and healthcare educators working in undergraduate and/or postgraduate (post-qualifying) education.

Aims

The emphasis of this course is upon practical strategies to identify, manage and support learners

At the end of this course participants will be well placed to:

- Adopt a differentiated approach, responding to identified needs
- Draw on a range of strategies for potentially difficult conversations with a focus on coaching for improved performance

Content

This one-day course provides an opportunity to explore the kinds of difficulties learners may encounter that impact on their performance and development. The course has a highly practical emphasis and so we will devote considerable attention to strategies for potentially 'difficult' conversations about performance and interventions to support /accelerate development.

Presentation of the course

This interactive one-day course has a highly practical emphasis and workshop format. There will be opportunities to observe, discuss and rehearse a range of approaches. We will make appropriate use of authentic, scenario-based activities, including those generated by participants.

Venue

Madingley Hall is the University of Cambridge's campus dedicated to continuing education for adults. The magnificent Hall was built in the sixteenth century and acquired by the University in 1948. The Hall has been used by the Institute of Continuing Education as a venue since 1975.

You will be taught in one of 14 classrooms at Madingley Hall and, occasionally, at other venues. Classrooms are arranged and equipped to encourage effective small group learning and peer interaction. Technology-enhanced learning, including lecture capture where appropriate, is used in many classes and wi-fi is available throughout the site. We also provide a range of social learning spaces which you can make use of before, or after, your class. Seven acres of superb gardens and grounds designed by Capability Brown provide space to think, reflect and relax. We offer a range of catering including formal dining, sandwiches and snacks, and a full-service bar. If you are travelling a long distance you may wish to book accommodation in one of the Hall's 62 en suite bedrooms.

The Hall is situated three miles west of Cambridge with easy access from the M11 and the A14. There is ample free on-site car parking. Central London and Stansted Airport can be reached in under an hour by train from Cambridge railway station. Taxis from the railway station to Madingley Hall typically take around 20-25 minutes. Full directions are given on our website at: <http://www.ice.cam.ac.uk/about-us/how-find-us>

Refreshments

Tea, coffee and lunch will be provided. If you have any specific dietary requirements or allergies and have not already advised us, please inform our Admissions Team on ice.admissions@ice.cam.ac.uk or +44 (0)1223 746262.

Contact details of ICE

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Madingley
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Website: www.ice.cam.ac.uk

Email: pg-awards@ice.cam.ac.uk

Information correct as of: 18 May 2018

Reading and resources list

Listed below are a number of open access resources that might be of interest for future reference, but do not need to be bought (or consulted) for the course.

Academy of Medical Educators (2014) Professional standards for medical, dental and veterinary educators. Accessed at:

http://www.medicaleducators.org/write/MediaManager/AOME_Professional_Standards_2014.pdf

COPDEND (2013) Standards for Dental Educators. Accessed at:

http://www.copdend.org/data/files/Downloads/COPDEND_Standards%20high%20resolution.pdf

GMC(2013) Recognising and approving trainers:implementation plan. Accessed at: https://www.gmc-uk.org/Approving_trainers_implementation_plan_Aug_12.pdf_56452109.pdf_72592887.pdf

GMC (2016) Promoting excellence: standards for medical education and training. Accessed at:

<https://www.gmc-uk.org/education/standards.asp>

GMC (2017) Generic Professional Capabilities Framework. Accessed at: <https://www.gmc-uk.org/education/postgraduate/GPC.asp>

Halpern, H and McKimm, J. (2009) Supervision. BJHM 70:4, 226-229. Accessed at:

<http://www.faculty.londondeanery.ac.uk/other-resources/files/BJHM%20Supervision%20article.pdf>

Health Education England, East of England (undated) Becoming an educational supervisor.

Accessed at: https://heeoee.hee.nhs.uk/Becoming_an_Educational_Supervisor

HEE (undated) Educator Hub: e-learning for healthcare. Accessed at: <https://www.e-lfh.org.uk/programmes/educator-hub/> [NB: The hub hosts a number of open access e-learning modules which cover many of the areas we explore during this course.]

HEENE (2015) Managing Foundation Programme Doctors with Differing Needs. Accessed at:

<https://madeinheene.hee.nhs.uk/Portals/0/Policies/Foundation%20Specific/Managing%20FD%20different%20needs/Managing%20Foundation%20Programme%20Doctors%20with%20Differing%20Needs.pdf?ver=2016-05-31-134330-893>

Japp, E. (2016) Managing performance concerns. Dental Foundation Training. A practical guide for Trainers and Educational Supervisors (HEE East of England). Accessed at:

https://heeoee.hee.nhs.uk/sites/default/files/docustore/managing_performance_concerns.pdf

McKimm, J. (2009) Giving effective feedback. BJHM 70:3 159-161. Accessed via

http://www.faculty.londondeanery.ac.uk/other-resources/files/BJHM_%20Giving%20effective%20feedback.pdf

McKimm, J and Vinery, R. (2010) Mentoring. BJHM 71:2 106-109. Accessed at:

http://www.faculty.londondeanery.ac.uk/other-resources/files/BJHM_106_109_CTME_mentoring.pdf

Morris, C (2010) Facilitating learning in the workplace. BJHM 71:1 48-50. Accessed at:

http://www.faculty.londondeanery.ac.uk/other-resources/files/BJHM_article%2013_workplace%20learning.pdf