



**UNIVERSITY OF
CAMBRIDGE**

Institute of Continuing Education

MSt in Clinical Medicine (Intensive Care Medicine)

2016 – 2018

Course Code: CSCMM3

COURSE HANDBOOK

**Cambridge University Health Partners, Elsworth House, Addenbrooke's
Hospital, Cambridge, CB1 0QQ**

**University of Cambridge Institute of Continuing Education, Madingley Hall,
Cambridge, CB23 8AQ Tel 01223 746222 www.ice.cam.ac.uk**

THE UNIVERSITY OF CAMBRIDGE CLINICAL MEDICINE PROGRAMME

Outline	1
Postgraduate Certificate	2
Master of Studies	3
The Helmsmanship Course	4
Programme Structure	5
Faculty	6
Postgraduate Certificate Module 1 – Clinical Research	7
Aims	7
Content and presentation of the module	8
Outcomes	8
Assignment	8
Resources and Background Reading Materials	9
Draft Programme	10
Postgraduate Certificate Module 2 – Clinical Education	11
Aims	11
Content and presentation of the module	11
Outcomes	12
Resources and Background Reading Materials	13
Draft Programme	13
Postgraduate Certificate Module 3 – Clinical Leadership	15

Aims	15
Content and presentation of the module	16
Outcomes	16
Assessment	17
Resources and Background Reading Materials	18
Draft Programme	19
MSt Module 1 – Subspecialty Intensive Care Medicine	20
Aims	20
Content and presentation of the module	20
Outcomes	21
Assessment	21
MSt Module 2 – Intensive Care Medicine in Cambridge	22
Aims	22
Content and presentation of the module	22
Outcomes	23
Assessment	23
MSt Module 3 – Research in Intensive Care Medicine	24
Aims	24
Content and presentation of the module	24
Outcomes	25
Assessment	25

HELMS Course – Healthcare Education, Leadership, and Management 26

Aims 26

Content and presentation of the module 26

Outcomes 27

Assignment 27

Resources and Background Reading Materials 28

SPECIMEN TIMETABLE

Error! Bookmark not defined.

THE UNIVERSITY OF CAMBRIDGE

MST IN CLINICAL MEDICINE

Outline

The University of Cambridge Clinical Medicine Programme (Intensive Care Medicine) is a two year combined clinical, academic, and vocational programme for senior trainees and new consultants in intensive care medicine. It comprises a modular Postgraduate Certificate in Clinical Medicine, a vocational Cambridge University Health Partners (CUHP) delivered 'Helmsmanship (Healthcare Education, Leadership and Management) Programme', and a Master of Studies (MSt) in Clinical Medicine (Intensive care).

The primary objective of the Fellowship Programme is to offer specialist training and develop further skills in healthcare education, research, leadership and management. It forms an ambitious, unique, and rigorous training programme which acts as a 'finishing school' for aspiring consultants and focuses on areas where Cambridge has unique and world class expertise.

Training within the programme is explicitly individualised and centres on areas of the student's interests and needs while assessments focus on individual's development. The programme does not aim to reproduce training or examinations provided by The Medical Royal Colleges. Students applying for this programme will be in the final years of their training posts, or may have recently completed their training.

The clinical component of the programme is arranged between the three intensive care units in Cambridge: The John V Farman Intensive Care Unit (JVFICU) and The Neurosciences and Trauma Critical Care Unit (NCCU) in Addenbrooke's Hospital and Cardiothoracic Intensive Care Unit (CTICU) at Papworth Hospital. In year 1 students will rotate between the three units with four months spent on each unit while in year 2 students will spend 12 months on a single unit developing their subspecialty interest.

Postgraduate Certificate

The Postgraduate Certificate in Clinical Medicine is a one-year part-time programme resulting in 60 credits at FHEQ Level 7. All students will complete the Postgraduate Certificate during the first 12-months of the Clinical Medicine Programme. It forms a platform of generic knowledge and skills for further study and development during the remaining components of the clinical medicine programme.

Each of the three modules is equally weighted providing 20 credits at FHEQ Level 7) structured as follows:

Module 1: Clinical Research: Michaelmas term (Michaelmas).

Module 2: Clinical Education: Lent term (Lent).

Module 3: Clinical Leadership: Easter term (Easter).

Master of Studies

The MSt in Clinical Medicine builds on, and subsumes, the Postgraduate Certificate. It is a part-time Master's degree of the University of Cambridge. Students will be admitted for the MSt degree from the outset and study part-time over two years.

The MSt taught components are scheduled over both year 1 and 2. The second year is orientated towards the MSt clinical research project and associated dissertation.

The MSt consists of three modules:

Module 1: Sub-specialty Intensive Care Medicine. This is taught theme covering the practice of subspecialty intensive care medicine.

Module 2: Intensive Care Medicine at Cambridge. This is a supervision based module resulting in the preparation of three assignments on the three areas of intensive care medicine where Cambridge excels: neurosciences and trauma intensive care medicine, cardiothoracic intensive care medicine, transplant and general intensive care medicine.

Module 3: Research in Intensive Care Medicine. A clinical research project and dissertation.

The Helmsmanship Course

The Helmsmanship (Healthcare Education, Leadership and Management Studies) is a two year, vocational, non award bearing course delivered by Cambridge University Health Partners, The Academic Health Sciences Centre.

It is focussed on personalised development of the non-clinical skills needed to be a leader in the sub-specialty clinical environment. The core of the course is the management of an ambitious service improvement project under the mentorship of senior clinicians.

Students will receive detailed, personal, confidential mentoring throughout the course. This will identify areas of required development and design a tailored programme of improvement. Students will also receive training in patient safety, quality improvement, service improvement, and health care systems.

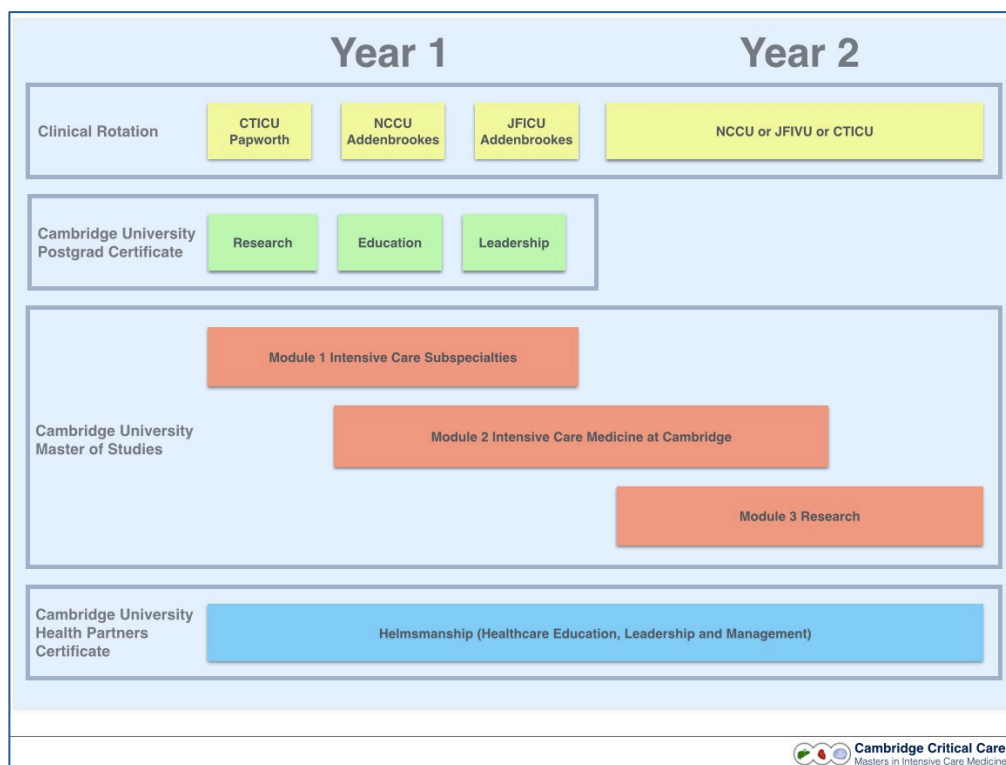
In addition a course on training in simulation will be delivered to develop non-clinical skills.

The Helmsmanship course is not formally assessed.

Programme Structure

The structure of the entire programme over the two years is illustrated below. In this example the student begins at Papworth CTICU, then rotates to NCCU, then JVFICU during year 1. In year 2 the student spends 12 months at the unit of their choice.

The components of the Postgraduate Certificate run during the three terms of the first academic year while the components of the MSt are distributed throughout the two years. Helmsmanship runs over the two years.



Faculty

The Programme Director for the Clinical Medicine Fellowship Programme is Prof. Arun Gupta, Director of Postgraduate Education, Academic Health Sciences Centre, Cambridge University Health Partners, and Consultant in Anaesthesia and Neurocritical Care, Addenbrooke's Hospital, Cambridge.

Additional faculty members:

Dr Ronan O'Leary – Consultant in Neurosciences and Trauma Intensive Care Medicine, Cambridge University Hospitals.

Dr Silvia Karcheva – Consultant in Neuroanaesthesia, Cambridge University Hospitals.

Dr Charlotte Summers – Honorary Consultant in Intensive Care Medicine, Cambridge University Hospitals. University Lecturer in Intensive Care Medicine, University of Cambridge School of Clinical Medicine.

Ms Jessica Watts – Clinical Leadership Programme Director, Cambridge University Health Partners.

Dr Nicola Jones – Consultant in Cardiothoracic Intensive Care Medicine, Papworth Hospital.

Dr Alain Vuylsteke – Consultant in Cardiothoracic Intensive Care Medicine, Papworth Hospital.

Dr Stephen Ford – Consultant in Intensive Care Medicine, Cambridge University Hospitals.

Dr Stephen Webb – Consultant in Cardiothoracic Intensive Care Medicine, Papworth Hospital.

A full faculty list will be provided at the start of the course each academic year.

POSTGRADUATE CERTIFICATE

MODULE 1 – CLINICAL RESEARCH

Syllabus

Michaelmas Term 2016

Start date	5 September 2016	End date	20 December 2016
Teaching dates	12 to 15 September 2016 28 November 2016	Time	9am-6pm
Venue	Madingley Hall, Madingley, Cambridge CB23 8AQ		
Tutor(s)	Dr Charlotte Summers	No of meetings / classes	5 days

Aims

To allow graduates to participate effectively in clinical research and to provide students with a framework to develop research ideas into publishable studies.

Provide clinicians with the knowledge to understand the importance of research activity in the future of clinical care within healthcare systems and tertiary health care institutions.

To provide graduates with insight into clinical trial design, funding and management, and understanding of the regulatory environment in which research is conducted.

Contribute to continuing professional development of healthcare professionals by providing knowledge of research and academic career pathways.

Content and presentation of the module

There are eight themes within the research module:

Theme 1: Understanding the role of research in clinical practice and the role of clinicians in conducting research, and the elements of good clinical practice.

Theme 2: Understanding research methodologies.

Theme 3: Effective review of the literature.

Theme 4: Statistics, data analysis and data presentation.

Theme 5: The clinical study design process and ethical approval.

Theme 6: Funding applications and grant writing skills.

Theme 7: Publication, peer review and paper-writing.

Theme 8: Research career pathways.

In addition a Good Clinical Practice Course is completed electronically.

Outcomes

By the end of the module graduates will be able to:

Describe the importance of research within the clinical environment.

Understand the inter-dependence between research, clinical practice, healthcare education, and quality improvement.

Develop an idea from the initial concept to a publishable study.

Understand the funding and regulatory structures for healthcare research.

Be able to plan a career as an academic clinician scientist, or research-active clinician.

Assessment

Students will receive formative assessment throughout the course by use of reflective logs, peer feedback, and tutor discussion. Summative assessment will be conducted using a written assignment (2500 - 3000 words) in the form of a

theoretical research project proposal in an area of clinical practice relevant to the student's own speciality or interest.

Resources and Background Reading Materials

Guidance on academic training in Intensive Care Medicine. The Faculty of Intensive Care Medicine:

<http://www.ficm.ac.uk/sites/default/files/Academic%20Training%20in%20Intensive%20Care%20Medicine%20v%201.0%20Jan%202013.pdf>

NIHR Clinical Trials Toolkit: <http://www.ct-toolkit.ac.uk>

Core Outcome Measures in Effectiveness Trials (COMET) Initiative.:

<http://www.comet-initiative.org>

Enhancing the Quality and Transparency of Health Research (EQUATOR network):

<http://www.equator-network.org>

Draft Programme

Pre-course Preparation: Completion of pre-course reading material and example project proposals, ethics submissions, and grant applications. Complete personal profile within VLE discussion forum

Day One: Introduction to the programme; the role of research, the relationship between research, clinical practice, service improvement and education. Introduction to research ethics, Good Clinical Practice and regulation. Research career pathways (Themes 1 and 8).

Day Two: Research methods (Theme 2). Defining a research question. Effective review of the literature (Theme 3).

Day Three: Statistics for clinical researchers (Themes 4).

Day Four: Clinical study design process, ethical approval and funding applications (Themes 5 and 6).

Day Five: Publication and dissemination (Theme 7). Assignment preparation and planning.

POSTGRADUATE CERTIFICATE

MODULE 2 – CLINICAL EDUCATION

Syllabus

Lent Term 2017

Start date	16 January 2017	End date	17 April 2017
Teaching dates	23 to 26 January 2017 9 February 2017	Time	9am-6pm
Venue	Madingley Hall, Madingley, Cambridge CB23 8AQ		
Tutor(s)	Dr Pamela Todd Dr Sylvia Karcheva	No of meetings / classes	5 days

Aims

Develop advanced skills and motivation for teaching.

To contribute to continuing development of healthcare professionals by stimulating inter-professional education.

Develop learners as teachers and prepare them for the high standards of revalidation and appraising of the educational aspect of their work.

Content and presentation of the module

There are eight themes within the research module:

Theme 1: Introduction to small group teaching.

Theme 2: Becoming an effective clinical supervisor.

Theme 3: Principles of assessment and appraisal.

Theme 4: Technology enhanced learning (TEL) Part I: eLearning.

Theme 5: Technology enhanced learning (TEL) Part II: Simulation.

Theme 6: Teaching practical clinical skills.

Theme 7: Trainees in difficulty.

Theme 8: Educational research.

Outcomes

By the end of the module graduates will have developed the following skills:

Understanding the principles of teaching and learning based on the evidence and theories of adult learning.

Developing skills to deliver teaching tailored to appropriate working environments.

Understanding the relationship between teaching, learning and assessment.

Understanding the relationship between knowledge, skills and attitudes.

Managing groups and enabling group interaction.

Developing skills to engage students at different stages and abilities and developing awareness of student's stage of self-direction.

Learning to set objectives and match learner's and teacher's expectations and encouraging active self-directed learning.

Understanding the features of real & virtual learning environment.

Developing grasp of technology-enhanced learning (TEL) and creating educational programmes.

Assessment

Formative assessment.

Formative assessment is delivered throughout the course and includes the pre-course preparation, a reflective process following each session, and the short teaching episode during the round-up session. Students will also be formatively assessed on their active participation during class sessions and workshops.

Summative assessment.

Students will submit three assignments: reflection on a teaching episode (750 - 1000 words), an example of a training programme, an e-learning module or a simulation scenario (750 - 1000 words or the equivalent), and an essay on a

topic of the taught programme (1000 - 1,500 words). The three assignments should total 3,000 words or the equivalent.

Resources and Background Reading Materials

The materials for pre-class preparation, including the reading between class sessions, will be posted to the VLE prior to the sessions.

Academy of Medical Educators (2014) Professional standards for medical educators: <http://www.medicaleducators.org/index.cfm/linkservid/1A667ECF-EE53-7D4AA6E0FC3B95EF2617/showMeta/0/>

GMC (2015) Outcomes for graduates (Tomorrow's Doctors) available at: www.gmcuk.org/undergrad_outcomes

Bleakley A, Bligh J. and Browne J (2011) *Medical Education for the future*. Springer: London.(2011)

Cook V, Daly C and Newman M (2012) *Work-based learning in clinical settings. Insights from socio-cultural perspectives*. London: Radcliffe

Dornan T., Mann K., Scherpbier A and Spencer J. (2011) *Medical Education. Theory and practice*. Churchill Livingstone: London.

Benner, P (1984) *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park: Addison-Wesley 13-34.

Bradbury H, Frost N, Kilminster S and Zukas M (2010) *Beyond Reflective Practice. New approaches to professional lifelong learning*. London: Routledge.

Draft Programme

Pre-course Preparation: Establishing a VLE personal profile, completion of pre-session background reading, homework and reflective log.

Day 1: Meeting the faculty and setting objectives. Large group vs. small group teaching (Theme 1). *In situ* training and teaching a practical skill (Theme 6).

Day 2: Principles of assessment. Feedback and Evaluation. Principles of appraisal (Theme 3). Roles and responsibilities of educational and clinical supervisors (Theme 2). E-portfolio and ARCP. Trainees in difficulty (Theme 7).

Day 3: Technology enhanced learning: e-Learning, e-Hospital, simulation (Themes 4 & 5). Designing a training programme. Educational research. Quality assurance and evaluation of training (Theme 8).

Day 4: Round up session. Students' teaching episodes (5 minute presentation).

Day 5: Workshop on students' assignments (reflection on the work during the course and guidance on the final assignment).

POSTGRADUATE CERTIFICATE

MODULE 3 - CLINICAL LEADERSHIP

Syllabus

Easter Term 2017

Start date	18 April 2017	End date	30 July 2017
Teaching dates	25 to 28 April 2017 8 June 2017	Time	9am-6pm
Venue	Madingley Hall, Madingley, Cambridge CB23 8AQ		
Tutor(s)	Ms Jessica Watts Dr Nicola Jones	No of meetings / classes	5 days

Aims

To develop healthcare leaders so that they have the required knowledge, skills and capability to have a positive personal impact on the work of others in their clinical team and wider service.

To contribute to the development of emotional intelligence, resilience and political astuteness required to be an effective healthcare leader in a rapidly changing and challenging environment.

To develop clinicians who are committed to safe and high-quality patient care.

To develop leaders who are confident in leading for improvement and leading across a wider system of healthcare.

Content and presentation of the module

There are eight themes within the Clinical Leadership Module:

Theme 1: Clinical Leadership in the NHS

Theme 2: Self-awareness and personal leadership qualities

Theme 3: Project/change management theories and practice

Theme 4: The impact of effective leadership within the clinical arena and how to enhance leadership. Leadership resilience strategies.

Theme 5: Teams: An evidence-based approach to people management and developing high-performing teams

Theme 6: Rescuing failing teams, managing difficult behaviour

Theme 7: Leading for improvement, strategic development, business planning and marketing

Theme 8: Presenting projects, change management, organisational theory. Change within large organisations – the NHS, learning from other industries.

Outcomes

By the end of the module participants will have:

an increased understanding of leadership concepts.

developed their leadership impact.

an increased understanding of the concepts of resilience and be able to enhance their resilience strategies.

an increased knowledge of the NHS environment and leadership challenges presented by this.

gained project management methodology skills through the design and delivery of a service improvement project.

explored a range of leadership perspectives.

understand the impact of culture and organisational context on their personal leadership style and the team leadership task.

acquired a framework for understanding and responding to “difficult behaviour”.

practiced and refined their leadership skills.

participated in a leadership case scenario related to a healthcare system issue.

an understanding of the evidence base and best practices for team leadership.

practiced their presentation and personal leadership impact skills individually and as part of a group.

explored leadership behaviours that contribute to safe and reliant patient care, improved quality of care and improved outcomes.

Assessment

Students will be assessed formatively throughout the module on evidence of regular reflection in their online reflective diary, demonstration of active participation in online discussion, and on their peer review of other students, both as the observer and as the learner, as evidenced in their written reflections.

A written assignment in the form of a completed business case or service improvement project report of 2,000 words or equivalent (66% of summative assessment).

A written assignment from the leadership simulation workshop of 1,000 words or equivalent (33% of assessment).

Resources and Background Reading Materials

Academy of Royal Colleges & NHS Institute for Innovation and Improvement *Medical Leadership Competency Framework 3rd Edition July 2010*.

NHS Leadership Academy *Healthcare Leadership Model Version 1 2013*.

Yukl G. *Leadership in organizations* (8th edition). Harlow: Pearson Education, 2013.

Northouse PG. *Introduction to leadership: concepts and practice* (2nd edition). California : Sage Publications, 2012.

Northouse PG. *Leadership: theory and practice* (6th edition). California: Sage Publications, 2012.

Barr J and Dowding L. *Leadership in health care* (2nd edition). London: Sage, 2012.

Price A and Scowcroft A. *Essential skills for influencing in healthcare : a guide on how to influence others with integrity and success*. London: Radcliffe Publishing, 2012.

Swanwick T, McKimm J (eds). *ABC of clinical leadership*. Chichester: Wiley-Blackwell, 2011.

Gillam S. *Leadership and management for doctors in training: a practical guide*. London: Radcliffe Publishing, 2011.

Spurgeon P, Clark J, Ham C. *Medical leadership: from the dark side to centre stage*. London: Radcliffe Publishing, 2011.

Hartley J, Benington J. *Leadership for healthcare*. Bristol: Policy Press, 2010.

Draft Programme

Pre-course Preparation: Complete pre-course reading, complete service improvement project initiation document, complete personal profile via on-line discussion forum

Day One: Introduction to the programme; leadership in the NHS, key leadership challenges; clinical leadership perspectives; project management/change management methodologies (Themes 1, 3)

Day Two: Self-awareness and personal leadership qualities; cultural leadership – the challenge of leading teams in an organisational context; introduction to healthcare leadership challenge (Themes 2, 4, 8)

Day Three: Team leadership and team coaching; developing high performing teams; managing difficult behaviour and conflict (Themes 5, 6)

Day Four: Healthcare simulation day (all themes)

Day Five: Developing patient-centric services, leading for improvement and safety. Healthcare leadership challenge presentations. Service Improvement Project review. (Theme 7, 8)

MST

MODULE 1 - SUBSPECIALTY INTENSIVE CARE MEDICINE

Syllabus

Michaelmas Term 2016 – Easter Term 2017

Venue Madingley Hall, Madingley, Cambridge CB23 8AQ

Tutor(s) Ronan O’Leary **No** **of** 6 days
meetings /
classes

Aims

Develop detailed understating of subspecialty intensive care medicine and the areas of uncertainty and debate with clinical practice.

Content and presentation of the module

Teaching is arranged around a set of seven themes with a consultant leader:

Theme 1: Trauma – Dr Rowan Burnstein and Dr Ronan O’Leary

Theme 2: Neurosciences – Dr Ari Ercole and Dr Andrea Lavinio

Theme 3: Solid organ pathology and transplant – Dr James Varley

Theme 4: Cardio-respiratory – Dr Nicola Jones

Theme 5: Sepsis and haem-oncology critical care – Dr Stephen Ford

Theme 6: Pre-hospital and trauma systems – Dr Anne Booth

Theme 7: Pregnancy and childhood – Dr Shruti Agawal

These themes act as the core syllabus for the MSt and represent the level of knowledge required across all areas of subspecialty ICM prior to undertaking year 2. Small group teaching takes place during the equivalent of six full-day sessions over the two years.

There is detailed web based and self-directed learning, approximately 30 hours per theme which provides core knowledge and identifies areas of uncertainty and

developing practice which is further explored within the clinical environment through experiential and peer learning

Outcomes

By the end of this module students will have gained knowledge of the areas of practice where subspecialty consultants typically act. This knowledge will inform the student's own practice and development but also act to form the foundation for Module 2 and, in particular, the Module 3 research topic.

Assignment

There is no summative assessment for this module.

Formative assessment is provided through the first year of the programme during ad hoc, bedside, and formal clinical teaching. This informs the individual development goals within the Helmsmanship Course.

MST

MODULE 2 –INTENSIVE CARE MEDICINE IN CAMBRIDGE

Syllabus

Michaelmas Term 2016 – Easter Term 2017

Venue University of Cambridge Colleges

Tutor(s) Dr Alain Vuylsteke **No** of 6 days
meetings /
classes

Aims

This module develops detailed, expert knowledge of areas of intensive care medicine where Cambridge has unique experience. The module will be formed around three topics, reflecting the three intensive care units at Cambridge: CTICU, NCCU, and JVFICU.

Content and presentation of the module

The teaching and assessment for this model are organised in accordance with the unique Cambridge college supervision based learning and assessment system. Students will participate in detailed small group study of subspecialty intensive care medicine, emphasising the specialist areas of cardiothoracic, neurosciences and trauma, transplant and haematology-oncology.

Two supervised sessions in each topic will be led by a leading Cambridge intensivist (leading to a total of 6 supervised sessions). During the first supervision, the mentor and student outline the topic of interest, articulating the breadth of the topic to be studied and detailing requirements for the assignment. The students have around ten weeks to prepare their assignment. During the second supervision, the report is presented by the student and then discussed with the group under supervision. A mix of learning resources will be provided.

Outcomes

Following completion of this module, students will have developed detailed consultant level knowledge in specific aspects of the three areas of intensive care medicine where Cambridge has world leading expertise.

Students will have developed skills in preparation of educational material for distributed learning and interaction with the wider critical care community.

Assessment

This formal teaching and assessment is set within small group supervision environments. Students prepare three assignments (2,000 words or equivalent) that may include a variety of formats, such as narrative review, e-poster, podcast, and blog post. Innovative assignment are encouraged.

Formative assessment and reflective learning is provided by on-line publication and discussion within the Cambridge and worldwide critical care community using the social media mediated distributed education and learning model.

MST

MODULE 3 – RESEARCH IN INTENSIVE CARE MEDICINE

Syllabus

Michaelmas Term 2017 – End of Easter Term 2018

Venue University of Cambridge Colleges

Tutor(s) Dr Charlotte No of 6 days
Summers meetings /
classes

Aims

To develop advanced research skills in clinical medicine.

To develop detailed knowledge and experience of an area of tertiary centre intensive care medicine.

Content and presentation of the module

The clinical research project is conducted over two years, part time, with the vast majority being completed during the second year.

The research project blends with research already being conducted within the critical care environments at Papworth Hospital, University of Cambridge and Cambridge University Hospitals NHS FT.

Students will be provided with a list of potential projects and supervisors from the critical care environments within the University of Cambridge, Cambridge University Hospitals and Papworth Hospital and will select a project during the first year following discussion with potential supervisors.

Projects may be located within one clinical environment or may span clinical environments.

Projects ideally should blend with the Helmsmanship QI project.

Students have six formal supervisions during their research project during year two.

Outcomes

Students will have produced a high quality research project in an area of subspecialty intensive care medicine.

This work undertaken will, ideally, be presented at major international meetings.

The research should be of publishable quality and students will be encouraged and supported to publish their studies.

Assessment

Assessment will be based on the submission of a 10,000 word dissertation.

THE HELMS COURSE – HEALTHCARE EDUCATION, LEADERSHIP, AND MANAGEMENT

Syllabus

Michaelmas Term 2017 – End of Easter Term 2018

Venue **Clinical Environment**

Tutor(s)	Dr Stephen Webb	No	of	6 days
	Dr Stephen Ford	meetings	/	
	Dr Ronan O’Leary	classes		
	Ms Jessica Watts			

Aims

The Helmsmanship course is designed to develop the full range of non-clinical knowledge and skills to be an effective tertiary centre consultant.

To allow students to develop their inter-professional skills in a private, non assessed format.

To receive training in the use of simulation to develop sophisticated non-clinical skills and enhance understanding of the principles underlying medical education.

To receive teaching in healthcare systems, finance, governance, and leadership.

Content and presentation of the module

The Helmsmanship Course is a two year, vocational, non award bearing course delivered by Cambridge University Health Partners and is formed around an ambitious service improvement project under the mentorship of senior clinician.

Throughout the course students will receive personal, confidential mentoring from their mentor who will be different to the mentor for the quality improvement project and the research project in module 3.

The mentor will focus on identifying areas of weakness, particularly with respect to leadership, inter-professional relationships, and consultant behaviours. The mentor will then identify, with the student, tools and resources to develop those skills over the two years. Innovative tools will be used to collect, analyse, and track improvement.

During the Helmsmanship course an innovative simulation programme will run which will develop non-clinical skills, and enhance students' proficiency in medical education and simulation.

The Helmsmanship Course will also provide training in patient safety, quality improvement, service improvement, and healthcare systems.

Outcomes

Preparation for consultant appointment.

Assessment

This is a non-award bearing course delivered by Cambridge University Health Partners.

Resources and Background Reading Materials

The Kings Fund 10 Jul 2014 *Medical Engagement: A journey not an event.*

The Kings Fund 23 May 2013 *Rediscovering our purpose.*

The Kings Fund 23 May 2012 *Leadership and engagement in the NHS.*

The Kings Fund 19 Aug 2010 *Leadership Needs of Medical Directors and Clinical Directors.*

Argani CH, Eichelberger M, Deering S, Satin AJ. The case for simulation as part of a comprehensive patient safety program. *Am J Obstet Gynecol* 2012; 451-55.

Flin R, O'Connor P, Crichton M. *Safety at the Sharp End: a guide to non-technical skills.* Burlington, USA: Ashgate Publishing Company; 2008. ISBN: 978-0-7546-4600-6.

Quality improvement training for healthcare professionals; Evidence scan August 2012 www.health.org.uk/publication/quality-improvement-training-healthcare-professionals#sthash.aNIcpSFC.dpuf

Skilled for improvement? Learning communities and the skills needed to improve care: an evaluative service development; John Gabbay, Andrée le May, Con Connell, Jonathan H Klein, March 2014 www.health.org.uk/publication/skilled-improvement#sthash.K3UXAzAZ.dpuf

Building the foundations for improvement - How five UK trusts built quality improvement capability at scale within their organisations; Bryan Jones, Tricia Woodhead, February 2015 www.health.org.uk/publication/building-foundations-improvement#sthash.jS5mrQtP.dpuf

Majka, A. Cook, K. Lynch, S. Garovic, V. et al. 2013. Teaching Quality Essentials: The Effectiveness of a Team-Based Quality Improvement Curriculum in a Tertiary Health Care Institution. *American Journal of Medical Quality*, 28(3) 214-219.

Dawda, P. Jenkins, R. Varnum, R. 2010. *Quality Improvement in general practice.* London: The King's Fund. Available on http://www.kingsfund.org.uk/sites/files/kf/field/field_document/quality-improvement-gp-inquiry-discussion-paper-mar11.pdf.

The Health Foundation. 2012. Quality Improvement Training for Healthcare Professionals London: The Health Foundation. Available at <http://www.health.org.uk/sites/default/files/QualityImprovementTrainingForHealthcareProfessionals.pdf>

Wong, B. Etchells, E. Kuper, A. Levinson, W. Shojania, K. 2010. Teaching Quality Improvement and Patient Safety to Trainees: A Systematic Review. *Acad Med* 85: 1425-1439

The Health Foundation. 2014. Effective networks for improvement: Developing and managing effective networks to support quality improvement in healthcare. London: The Health Foundation, Available at <http://www.health.org.uk/public/cms/75/76/313/4702/Effective%20networks%20for%20improvement.pdf?realName=9eshQ5.pdf>.