

Plenary and Working Group - Leadership

Tuesday, October 30th and Thursday, November 1st, 2007, 1:30-3:20pm

Personal Development Session: 1:30-2:00pm, Room 106 CMW

Small Group Session: 2:10-3:20pm, [Small Group Rooms](#)

Objectives:

The student will be able to:

1. Identify different qualities and characteristics of effective leadership.
2. Appreciate that effective leadership can require courage at times.
3. Understand that students are part of the healthcare team and, like other healthcare team members, have a responsibility to protect patients even in the face of adversity.

Preparation:

Read assigned articles:

1. "Role of medical students in preventing patient harm and enhancing patient safety."
2. "Disruptive clinician behavior"

Plenary:

During the 30 minute plenary, students will hear the story of a resident who courageously came forward despite fear of retaliation in defense of a patient's family when an error occurred. Because of the resident's efforts, system and process improvements have been incorporated helping to reduce risk and improve patient outcomes. Students will be allowed to ask questions in hopes they gain a greater appreciation of right and wrong in medical professionalism.

Small group session:

The students should have read the two assigned articles which will be discussed during the small group session. Before discussing the two articles, tutors should ask the students for any comments or reflections on the resident and her story in the plenary.

Article 1: "Role of medical students in preventing patient harm and enhancing patient safety."

Tutors should ask one student from the group to briefly summarize the first case in the article. The student should describe the case, the issue that occurred, how the student in the case handled the situation, the result that occurred because of the student's action, and the consequences that could have happened to the student by speaking up (both negative and positive possible ramifications).

Discussion questions for tutors to ask the students:

- 1.) Did the student in the case demonstrate leadership by speaking up?
- 2.) Are leadership and altruism different? How so?
- 3.) How would the students have handled this situation? Would they have done anything differently?
- 4.) What concerns would they have if they had spoken up? If they had not spoken up?

Repeat this discussion format for the other three cases in the article.

Tutors should then ask one student from the group to briefly summarize the lessons learned section of the article. Have the student go through each of the four recommendations given by the author, allowing time for other students to comment and ask questions on the four recommendations. Tutors should use clinical examples to help students understand terms such as patient-centered care, interprofessional communication, professionalism, and systems-based care to keep the discussion lively, informative and clinically interesting.

Article 2: “Disruptive healthcare clinician behavior”

Once again, tutors should ask one student from the group to briefly summarize the article for other members of the group. Using information and examples from the article, students should discuss why this type of behavior is not characteristic of effective leadership, how this type of behavior can hurt patient outcomes, how this type of behavior is detrimental to teamwork, interprofessional communication and staff morale. Again, tutors should use clinical examples to help students understand issues related to disruptive leadership.

During the last 5-10 minutes of the small group session, tutors should ask each student to reflect on today’s session and to identify 1-2 things they either learned or had reinforced by the plenary and small group discussions that they can share with the other group members.