



THE UNIVERSITY OF
MELBOURNE

going
**rural
health**

Clinical Leadership in Rural Settings

Department of Medical Education

The healthcare system requires leaders, and many clinicians and health professionals anticipate taking on leadership positions, or find themselves in leadership roles, without any formal education leadership. This can have negative consequences for the leader, colleagues, patients and healthcare organisation. The purpose of this short course is to provide rural clinical leaders (and aspiring leaders) with knowledge of leadership practices and the opportunity to implement this learning and acquire new skills. Short course content will be grounded in evidence-based knowledge practices by leadership scholars and practiced by leaders within healthcare organisations.

This is a bespoke Clinical Leadership program for all health professionals in rural Victoria.

Wednesday 15 - Thursday 16 April 2020 9am - 5pm
Benalla Health
Education Centre, 45/63 Coster St, Benalla



This is a bespoke Clinical Leadership program for health professionals in rural Victoria. This short courses provides a pathway for credit towards a University of Melbourne award course on completion of further assessment.

Learning Outcomes

Upon completion, participants will:

- Demonstrate an analytical and reflective approach to their clinical leadership
- Understand the unique and common challenges and approaches involved in managing, developing and coaching others within the clinical context
- Be aware of their strengths and weaknesses as a clinical leader and be prepared to collaborate accordingly
- Collaborate with practitioners from other health disciplines to achieve best outcomes for their patients
- Appreciate the importance of exchanging feedback, support and assistance with colleagues

Program Outline

DAY ONE TWO DAY PROGRAM	
TIME	ACTIVITY
9.00-10.40AM	Introduction In pairs: What did you do when you were at your personal best as a leader? The Five Practices of Leadership Leadership Practice 1: Model the Way Leadership Practice 2: Inspire a Shared Vision
10.40 – 11.00AM	BREAK
11.00-12.30PM	Leadership Practice 3: Challenge the Process
12.30-1.00PM	LUNCH
1.00-2.00PM	Leadership Practice 4: Enabling Others to Act Leadership Practice 5: Encourage the Heart
2.00-2.30PM	BREAK
2.20-4.30PM	Case study - Boldly Go: Character Drives Leadership at Providence Healthcare

DAY TWO TWO DAY PROGRAM	
TIME	ACTIVITY
9.00-10.30AM	Key Learnings from Yesterday The Organisation Workshop: Group Exercise
10.30 –10.50AM	BREAK
10.50-12.30PM	The Organisation Workshop: Group Exercise
12.30-1.00PM	LUNCH
1.00-2.30PM	The Organisation Workshop: Debrief and Application to Your Healthcare Setting
2.30-2.45PM	BREAK
2.45-4.00PM	Guest Speaker: Rural Health
4.00-4.30PM	Summary and Close

Assessment

Completion of additional assessment provides credit towards the first subject in the Specialist Certificate in Clinical Leadership.

1,500 word individual reflective paper (40%)

2,500 word action learning paper (60%)

Additional cost \$250pp

Course facilitator

Professor Jill Klein
Program Director, Clinical Leadership
Melbourne Medical School/ Melbourne Business School

Professor Klein's teaching specialties are medical decision making, leadership, emotional intelligence and resilience. Her research interests are decision-making, medical education, corporate social responsibility and ethical consumption.

Jill Klein joined Melbourne Business School in 2009 as a Professor of Marketing and is also a Professorial Fellow at the Melbourne Medical School.

After completing her PhD in Social Psychology at the University of Michigan, Jill joined the faculty at Kellogg Graduate School of Management at Northwestern University. In 1997, she joined INSEAD. Jill has also held visiting positions at Fuqua School of Business at Duke University, and Helsinki School of Economics and Business Administration.

Jill's research has been published in the *Journal of Marketing*, *Management Science*, *Journal of Consumer Psychology*, *British Medical Journal*, and more, with a focus on decision making biases and how they affect decisions in both business and medical settings.



"I love working with clinicians. They do such important, life changing work. This program allows healthcare leaders to see a process for leading change that they hadn't known before. It helps them tackle big challenges one step at a time. I also see participants develop a strong, supportive network of clinicians who face similar challenges."

Specialist Certificate in Clinical Leadership

This course is specifically designed for healthcare professionals to learn and develop practical leadership skills to deliver better outcomes for their organisation, colleagues and patients.

- Learn how to manage issues and challenges to achieve the best outcome for your organisation
- Understand how to influence healthcare systems in order to fund initiatives
- Discover how to manage, develop and coach others in a clinical context
- Learn how to collaborate effectively and lead cross-functional teams
- The Specialist Certificate in Clinical Leadership (25 points) can be credited towards both the Master of Clinical Research and Master of Clinical Education

Course costs

Subject	2020 fees
Subject 1: Leadership in Healthcare Settings	\$4056
Leadership in Healthcare Settings – non-assessed	\$3000
Additional assessment for credit	\$1150
Subject 2: Leading Healthcare Change for Impact	\$4056

Delivery dates 2020

Subject	Dates
Subject 1: Leadership in Healthcare Settings	18-20 March 2020
Subject 2: Leading Healthcare Change for Impact	5-7 August 2020

MORE INFORMATION

<http://go.unimelb.edu.au/dhc6>

“I have not done a course before that impacted on my clinical work so directly and profoundly. Even my junior doctors have noted the difference in me. Presenters were of a superior calibre and shared their stories and knowledge so generously.”

- Catherine, 2017 SCCL Alumni

“The course is action-orientated and practical, so I found myself using my new knowledge even before the program finished. The faculty and guest speakers had an appreciation for the experience of the students and ensure the content was enriching and to the point.”

- Rahul, 2018 SCCL Alumni