

Course Title	Leadership in Healthcare & Medical Education				
Course Code	MDE660				
Course Type	Elective				
Level	Master (2 <sup>rd</sup> Cycle)				
Year / Semester	2 <sup>nd</sup> year / 1 <sup>st</sup> semester				
Teacher's Name	TBA				
ECTS	10	Lectures / week	Up to 6 Teleconferences	Laboratories / week	None
Course Purpose and Objectives	<p>The purpose of the present course is twofold: Good medical leadership is the key to building high-quality healthcare. However, in the development of medical careers, the teaching of leadership has traditionally not equaled that of technical and academic competencies. As a result of changes in personal standards, the quality of medical leadership has led to variations between different organizations, as well as occasional catastrophic. Facing the challenges of modern healthcare, experts and organizations are demanding physicians have the higher capability for leadership. A report by the Institute of Medicine recommended that academic health centers “develop leaders at all levels who can manage the organizational and system changes necessary to improve health through innovation in health professions education, patient care, and research”. These leaders need to help “define the future, align people with a vision, and remove obstacles to allow people to see this vision”. The concept of leadership overlaps with two similar terms, management and administration. The former is used widely in Europe and Africa, while the latter is preferred in the USA, Canada, and Australia. Some leadership researchers distinguish them and have suggested leadership is synonymous with change, while management and administration are considered maintenance. The terms “leadership” and “management” are sometimes used interchangeably, but within the healthcare literature, they tend to describe different approaches to how change can be achieved.</p> <p>The second purpose of the course is to highlight how leadership is essential for medical Educators. Medical educators are involved in a wide range of activities including teaching, facilitating learning, curriculum design and development, assessment, evaluation and managing teams, departments and programs. All these activities</p>				

	require some form of leadership, whether this is leading a team on a project, ensuring that Educators provide the right learning environment on a ward or in clinic or leading the development of a new program or curriculum. So a leader might motivate people by offering rewards for a job well done or imposing sanctions for non-compliance or failing to deliver.		
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <ul style="list-style-type: none"> <li>• Define Leadership in medical Education</li> <li>• Critically analyze the characteristics of Medical Educator Leaders</li> <li>• Compare and contrast the three major leaderships theories: transformational, situational and Servant</li> <li>• Define the skills of leadership and be able to critically apply these in the setting of Medical Education and in Healthcare</li> <li>• Discuss the approach for Leadership development (from one-to-one coaching, mentoring, action learning, and seminars to self-directed learning and networking) both in Healthcare and in Medical Education</li> <li>• Discuss the importance of Experiential Learning for Senior and new leadership roles</li> <li>• Describe, compare and contrast the National Center for Healthcare Leadership's Health Leadership Competency Model</li> <li>• Discuss The Medical Leadership Competency Framework (MLCF) developed by the National Health Service</li> </ul>		
Prerequisites	None	Co-requisites	None
Course Content	<p>Medical, educational leaders are asked to be educational visionaries, instructional and curriculum leaders, assessment experts, community builders, public relations experts, budget analysts, facility managers, special programs administrators and expert overseers of legal, contractual and policy mandates and initiatives. In addition, medical school leaders are confronted with many concerns such as financial stability, curriculum development, research support, and accreditation standards. Those are key characteristics of a Medical Educator. The role and the various models of leaders will also be discussed.</p>		
Teaching Methodology	E-Learning		

Bibliography	<p>McKimm J &amp; Lieff SJ (2013). Medical education leadership available at <a href="https://www.researchgate.net/publication/242357002_Medical_education_leadership">https://www.researchgate.net/publication/242357002_Medical_education_leadership</a></p> <p>Warren OJ, Carnall R. Medical leadership: Why it's important, what is required, and how we develop it. <i>Postgrad Med J.</i> 2011;87:27–32.</p> <p>Institute of Medicine. Academic health centers: Leading change in the 21st century. <i>Acad Emerg Med.</i> 2004;11:802–6.</p> <p>Enders T, Conroy I. Washington, D.C: The Association of American Medical Colleges; 2014. Advancing the academic health system for the future: A report for the AAMC health advisory panel.</p> <p>Frank JR, Snell L, Sherbino J, editors. Ottawa: The Royal College of Physicians and Surgeons of Canada; 2015. The draft CanMEDS 2015 physician competency framework – Series IV.</p> <p>Aggarwal R, Swanwick T. Clinical leadership development in postgraduate medical education and training: policy, strategy, and delivery in the UK National Health Service. <i>J Healthc Leadersh.</i> 2015;7:109–22.</p> <p>Vroom VH, Jago AG. The role of the situation in leadership. <i>Am Psychol.</i> 2007;62:17–24.</p> <p>Kotter J. New York: Free Press; 1990. A force for change: How leadership differs from management.</p> <p>Decker M. Chicago: National Center for Healthcare Leadership; 2006. Competency integration in health management education.</p> <p>Swanwick T (2013). <i>Understanding Medical Education: Evidence, Theory and Practice 2nd Edition</i>, Kindle Edition, Wiley Blackwell</p>						
Assessment	<table border="1" data-bbox="420 1488 1089 1717"> <tr> <td data-bbox="420 1488 867 1591">Assignments/Ongoing Evaluation</td> <td data-bbox="867 1488 1089 1591">50%</td> </tr> <tr> <td data-bbox="420 1591 867 1654">Final Examination</td> <td data-bbox="867 1591 1089 1654">50%</td> </tr> <tr> <td data-bbox="420 1654 867 1717">Total</td> <td data-bbox="867 1654 1089 1717">100%</td> </tr> </table>	Assignments/Ongoing Evaluation	50%	Final Examination	50%	Total	100%
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Final Examination	50%						
Total	100%						
Language	English						