

programme of focus groups to increase engagement with junior doctors and inform the rating of providers at well-led. In addition, this work will provide junior doctors with more opportunities for leadership and engagement with trust boards.<sup>3</sup>

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## Developing Effective Leaders

### 31 PERIOPERATIVE MEDICINE FOR OLDER PEOPLE UNDERGOING SURGERY (POPS) FELLOWSHIP: DEVELOPING LEADERS IN GERIATRIC PERIOPERATIVE MEDICINE

<sup>1</sup>Rajni Lal\*, <sup>2</sup>Emily Jasper, <sup>1</sup>Cathryn Mainwaring, <sup>3</sup>Judith Partridge, <sup>3</sup>Jugdeep Dhesi. <sup>1</sup>Specialist Registrar, Ageing and Health, Guy's and St Thomas' NHS Foundation Trust, London UK; <sup>2</sup>Research Registrar, Ageing and Health, Guy's and St Thomas' NHS Foundation Trust, London UK; <sup>3</sup>Geriatrician, Ageing and Health, Guy's and St Thomas' NHS Foundation Trust, London UK

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**Background** Perioperative medicine (POM) for older people is an emerging geriatric subspecialty where effective leadership is essential to support national growth. POPS is an evidenced-based, geriatrician-led, multidisciplinary team, providing comprehensive geriatric assessment (CGA) for older patients undergoing elective and emergency surgery. There is heterogeneity observed in the UK, with only 53% of trusts providing POPS services in 2018.<sup>1</sup> UK surveys demonstrate current provision does not meet demand, meaning developing leaders in POM is vital for scaling POPS services.

**Method** The GSTT POPS fellowship was developed in 2012 to provide Specialist Registrars the opportunity to spend a year under the supervision of POM geriatricians. Fellows develop experience in CGA before elective surgery and inpatient care for all older surgical patients. The curriculum outlines expected knowledge, behaviours and opportunities available. Leadership skills are developed through independent work, junior supervision, research and mentorship from geriatricians.

**Results** 10 trainees have completed the fellowship, with 6 now working POPS Consultants. Achievements include; 16 quality improvement projects, 5 publications, 5 awarded grants, a Darzi fellowship and representation on national bodies (eg. NELA). The wider impact is seen through UK POPS expansion and improved outcomes for older patients in NELA.<sup>1,2</sup>

**Conclusion** In the context of workforce shortages, difficulties in geriatrician recruitment requires service flexibility. This led to the development of a POPS fellowship, now producing future POM leaders.

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## Leading Innovation and Improvement

### 32 TEA BREAK TALK – A WELLBEING INITIATIVE FOR JUNIOR DOCTORS

Bernadetta Btari Adityani, Cristina Musat. *University Hospitals Plymouth, NHS Trust, UK*

10.1136/leader-2019-FMLM.32

**Background** The 2019 BMA report on 'Caring for the mental health of the medical workforce' found that 80% of doctors are at high risk of burnout with junior doctors being most at risk. The 2018 GMC Training Environment Report also found that 25% of doctors in training felt burnout associated with high workloads, rota gaps, and a lack of a supportive environment.

**Method** Members of the Junior Doctors Representative Committee at University Hospitals Plymouth NHS Trust, launched a bi-monthly initiative called Tea Break Talk, with BMA funding. Through open group discussions and questionnaires we assessed perceptions around seeking support from Clinical/Educational Supervisors and we supported the wellbeing of junior doctors locally by signposting available services and peer-led discussion/reflection.

**Results** Over 3 months, we obtained feedback from doctors ranging from F1-ST6 levels. All responders found these sessions to be beneficial and a safe platform to discuss concerns regarding their wellbeing and professional development. 44% of the attendees were not aware of the existing counselling services; only 48% felt comfortable discussing stressful scenarios with their supervisors; one third of responders would discuss other personal or health-related concerns with their supervisors and almost 20% felt that doing so would reflect badly on them.

## Developing Effective Leaders

### 33 CLINICAL SENATE FELLOWSHIPS AS A FORUM FOR DEVELOPING FUTURE CLINICAL AND MEDICAL LEADERS

<sup>1</sup>Rebecca Hall, <sup>2</sup>Christopher J Miller, <sup>3</sup>Remi Popoola, <sup>4</sup>Lucy Gavens, <sup>3</sup>Elizabeth Gonzalez Malaga, <sup>2</sup>Eyad Issa, <sup>5</sup>Emma Orrock, <sup>5</sup>Alyson Evans, <sup>5</sup>Lara Harrison, <sup>2,5</sup>Ashley Dennison, <sup>6</sup>Aly Rashid. <sup>1</sup>Roseberry Medical Centre Loughborough, UK; <sup>2</sup>University Hospitals of Leicester NHS Trust, UK; <sup>3</sup>Northamptonshire Healthcare NHS Foundation Trust, UK; <sup>4</sup>Derbyshire County Council, UK; <sup>5</sup>East Midlands Clinical Senate, UK; <sup>6</sup>NHS England and NHS Improvement – Midlands, UK

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**Aims** The East Midlands Clinical Senate is one of twelve regional clinical senates. Clinical senates act as a forum of multi-professional clinical leaders who can offer independent and objective clinical advice to support commissioners and other stakeholders to make the best decisions about health care for their local populations. The East Midlands Clinical Senate recognised this would provide a unique opportunity to recruit clinical research fellows, creating the opportunity to support leadership development and enhance our ability to produce high quality research to support evidence-based decision making among health and social care leaders.

**Methods** A competitive recruitment process engaged six clinical fellows from a variety of specialties, for one session a week over a 12 month period. The clinical fellows were

given the opportunity to work with senior leaders to develop their skills in leadership, strategy, project management and health policy. The fellows were exposed to the full spectrum of clinical senate work, clinical reviews, proactive projects, production and presentation of reports, as well as opportunities to attend meetings with senior leaders both locally and nationally.

**Conclusions** The clinical fellows enhanced the senate work programme by undertaking proactive projects. This allowed collaborative working with partner organisations, to evaluate models of care following service reorganisation, review the evidence regarding systems organisation and collaborative working for winter pressures and generate a narrative to bring physical activity as a treatment to the local healthcare agenda. Clinical fellowships offering the level of exposure to the rich opportunities for clinical leadership development that the East Midlands Clinical Senate has been able to offer are rare. Clinical senates provide innovative arenas for fellows to experience systems based thinking with tangible involvement as leadership figures and supporting leadership career development.

### 34 LEADERSHIP CONVERSATIONS

<sup>1</sup>Tim Swanwick, <sup>1</sup>Louisa Hardman, <sup>2</sup>Jo Szram. <sup>1</sup>NHS Leadership Academy, 3 The Embankment, Sovereign Street, Leeds LS1 4BJ, UK; <sup>2</sup>Health Education England, Stewart House, 32 Russell Square, London WC1B 5DN, UK

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The leadership of systems of care is increasingly recognised as a core clinical activity for all healthcare professionals. The GMC expects all postgraduate medical training programmes to equip trainees with leadership capabilities. But many supervisors feel ill equipped to 'teach' leadership and lack confidence to hold formative conversations in this domain. In 2017, HEE published a report on leadership development for doctors in postgraduate medical training identifying a need for 'faculty to think differently about their role and to be more confident in brokering leadership learning.' Three existing 'training the trainer' programmes were identified all with slightly differing approaches. Further needs analysis was conducted during 2018 through further focus groups of supervisors and trainees.

As a result of the above, a prototype training the trainers programme was designed alongside a comprehensive resource pack. This was piloted and then underwent 8 iterations. Each session was delivered by a member of NHS Leadership Academy faculty in partnership with a local clinician educator to a mixed audience of supervisors and senior educators. Following each session, resources were amended in the light of feedback. A final version was arrived at in May 19 with an emphasis on enhancing developmental interactions between trainees and trainers: 'Leadership Conversations'. The half day programme offers supervisors practice and structured guidance to enable them to integrate leadership learning into their regular discussions with trainees. It familiarises supervisors with a new resource pack, encouraging supervisors to use it for their own leadership learning as well as for trainees.

The sessions have evaluated well with feedback used to further modify the product. The programme - slide deck, trainers notes and resource pack - has since been disseminated for local delivery. Further evaluation and regular updates are planned including four accompanying short films due Oct 19.

### 35 CATALYSING NURSE MIDDLE MANAGERS CLINICAL LEADERSHIP DEVELOPMENT THROUGH PEER-TO-PEER SHADOWING: START TOMORROW!

<sup>1</sup>Pieterbas Lalleman\*, <sup>2</sup>Joanne Bouma, <sup>3</sup>Gerhard Smid, <sup>4</sup>Jananee Rasiah, <sup>5</sup>Marieke Schuurmans. <sup>1</sup>School of Nursing, University of Applied Sciences Utrecht, The Netherlands; <sup>2</sup>Nij Smellinge Hospital, The Netherlands; <sup>3</sup>Sioo, Interuniversity Centre for Organization Studies and Change Management, The Netherlands; <sup>4</sup>Faculty of Nursing, University of Alberta, Canada; <sup>5</sup>Utrecht University, The Netherlands

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**Purpose** The purpose of this study was to explore the experiences and impact of peer-to-peer shadowing as a technique to develop nurse middle managers' clinical leadership practices.

**Design/Methodology/Approach** A qualitative descriptive study was conducted to gain insight into the experiences of nurse middle managers using semi-structured interviews. Data were analysed into codes using constant comparison and similar codes were grouped under sub-themes and then into four broader themes.

**Findings** Peer-to-peer shadowing facilitates collective reflection-in-action and enhances an 'investigate stance' while acting. Nurse middle managers begin to curb the caring disposition that unreflectively urges them to act, to answer the call for help in the here and now, focus on ad hoc 'doings', and make quick judgements. Seeing a shadowee act produces, via a process of social comparison, a behavioural repertoire of postponing reactions and refraining from judging. Balancing the act of stepping in and doing something or just observing as well as giving or withholding feedback are important practices that are difficult to develop.

**Originality/Value** Peer-to-peer shadowing facilitates curbing the caring disposition, which is essential for clinical leadership development through unlocking a behavioural repertoire that is not easy to reveal because it is, unreflectively, closely knit to the professional background of the nurse managers. Unlike most leadership development programmes, that are quite introspective and detached from context, peer-to-peer shadowing does have the potential to promote collective learning while acting, which is an important process.

## Leading Innovation and Improvement

### 36 TOMORROW'S LEADERSHIP FOR EARLY-CAREER CLINICIANS: A MASTERCLASS MODEL

Baguiasri Mandane\*, Shiv Uppal, Raghad Elghadi. South East Midlands Oncology Centre, University Hospitals of Leicester NHS Trust. Leicester, UK

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**Background** The King's Fund report 'Leadership and engagement for improvement in the NHS: Together we can' describes the purpose of effective leadership, in a simplified manner, to improve population health and patient care. The aim of this project is to inspire and share ideas with other clinicians, on potential ways to build on our experiences from previous leadership models and how best to adjust going forward.

**Method** Following on from the literature review, we suggest incorporating mentoring-style leadership masterclasses for early-career clinicians as part of their continuous development from the very start of their training to help: