

Title of Lesson	Problem Based Learning Session for Leadership Team Roulette All fields of Nursing
Duration of Lesson	2 Hours
Number of lecturers required	1-2

Short Synopsis

Leadership Team Roulette provides students with an opportunity, through a problem-based learning (PBL) activity, to build upon their prior academic knowledge and clinical placement experience. Students will engage with realistic clinical scenarios, analysing situations to identify emerging problems and challenges.

They will be encouraged to consider the causes and potential consequences of these issues, identify any gaps in their knowledge, and explore practical, evidence-informed solutions. This process aims to support students in developing key leadership and decision-making skills as they transition into the role of a qualified practitioner.

Aims:

- Analyse key aspects of team communication within the role of a registered practitioner.
- Explore essential managerial skills, including delegation, prioritisation, assertiveness, and time management.
- Develop an understanding of assertiveness and formulate appropriate assertiveness techniques for use in clinical practice.

Objectives:

- Consolidate prior knowledge and understanding of personal and differing leadership styles.
- Critically appraise team communication in relation to accountability and patient safety.
- Evaluate strategies for implementing effective leadership skills within the role of a newly qualified practitioner.
- Develop practical strategies to demonstrate assertiveness in the role of a new registrant.
- Demonstrate awareness of the importance of leadership and effective team working in clinical practice.
- Integrate theoretical concepts of leadership styles into clinical practice.
- Understand the significance of decision-making, leadership, and followership within a multidisciplinary team.

Activity	Time	Lecturer Guidance
Set up Room prior to session	5 mins	Set up room - 10 tables with 5 students allocated on each table (10 groups of 5) put a number (on a piece of paper) on each table to highlight the table number.
Welcome and introduction	5 mins	ON ENTRY/AT THE START - Ask each student to think about “What they want to take/Learn from the session”. Facilitator to welcome students to Leadership Team Roulette session a problem based learning activity. Staff should explain the principle underpinning the PBL session as an opportunity for flipped learning. Students will be assisted to build upon their prior academic and clinical experience, self directed study to explore real life clinical scenarios, their causes and consequences highlighting solutions for use as the go through their transition to registered practitioner. <i>Tell the Students they will be asked to focus on own contributions and relevance to their development during the debrief activity at the end of session. Reflective method of evaluating own learning.</i> <i>Run through the skills that they will be using and emphasis that “THEY” are the game.</i> <i>Using the skills of:</i> “Effective Communication” “Effective Teamwork” “Assertiveness” “Delegation” “Time Management” “Stress Management” “Leadership” “Influencing Change” “Reflection” “Advocacy”
Group Ground Rules	2 mins	The facilitator should begin by reminding students that this activity takes place within a safe and supportive learning environment . Students should feel confident to contribute, make decisions, and learn from mistakes without fear of judgement.

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Scenario 3 1. One person volunteers to be a leader (only once during this session) <i>Leader has the final say</i> 2. Facilitator Feedback	5 mins 7 mins	The facilitator should advise students that they will need to allocate a new leader on each table, but work together as a team. NEW LEADER TO PUT ON A LEADER BADGE ON THE TABLE. Each team will be given the same scenario, work together as a team to ascertain a plan of care and rationale within a limited amount of time. Then the nominated leader will take the lead on behalf of the team. (Each scenario is then revealed by the facilitator) 1. Ask for the nominated leader to stand from each table and get feedback from each leader and to give their PLAN OF CARE AND RATIONALE on behalf of their team for scenario 3. Ask the group for further feedback with the scenario and if there is anything else to add. 2. The facilitator will share the outcome of the real-life scenario, outlining how the situation was managed in practice, and invite wider group discussion to reflect on decisions, rationale, and alternative approaches.
Roulette Part	2 mins	Ask the nominated leader from each table who has a leader badge on to move to the next table. (eg table to 1 to table 2) TURN THE LEADER BADGE ROUND THEY ARE NOW NOT TO BE A LEADER IN THE NEXT SCENARIO WITH A NEW TEAM. A NEW LEADER NOW HAS TO BE NOMITATED ON THAT TABLE.
FEEDBACK AND DEBRIEF	4 mins	Lecturer to ask the whole group for feedback and discussion. Reinforce teamwork, decision-making, and awareness of leadership styles. Prompt students to identify and record the skills they are using. Highlight the importance of team working and decision-making in line with the NMC (2018), and emphasise listening to others while recognising individual limitations.
BREAK TIME	10 mins	

Scenario 4 1. One person volunteers to be a leader (only once during this session) <i>Leader has the final say</i> 2. Facilitator Feedback	5 mins 10 mins	The facilitator should advise students that they will need to allocate a new leader on each table, but work together as a team. NEW LEADER TO PUT ON A LEADER BADGE ON THE TABLE. Each team will be given the same scenario, work together as a team to ascertain a plan of care and rationale within a limited amount of time. Then the nominated leader will take the lead on behalf of the team. (Each scenario is then revealed by the facilitator) 1. Ask for the nominated leader to stand from each table and get feedback from each leader and to give their PLAN OF CARE AND RATIONALE on behalf of their team for scenario 4. Ask the group for further feedback with the scenario and if there is anything else to add. 2. The facilitator will share the outcome of the real-life scenario, outlining how the situation was managed in practice, and invite wider group discussion to reflect on decisions, rationale, and alternative approaches.
Roulette Part	2 mins	Ask the nominated leader from each table who has a leader badge on to move to the next table. (eg table to 1 to table 2) TURN THE LEADER BADGE ROUND THEY ARE NOW NOT TO BE A LEADER IN THE NEXT SCENARIO WITH A NEW TEAM. A NEW LEADER NOW HAS TO BE NOMITATED ON THAT TABLE.

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