

POSITION DESCRIPTION

1. POSITION DETAILS

Position Title:	General Medical Simulation Fellow						
Department / Unit:	Sydney Clinical Skills & Simulation Centre (formerly Sydney Medical Simulation Centre)						
Initial Work Location:	As above						
Classification:	Senior Registrar						
Hours Per Week:	20 hours per week for up to 12 months, or up to 6 months full time. The terms of the position will be negotiated at interview. Accreditation requirements of specialist college must also be agreed to prospectively if the incumbent wishes the position to be recognised as a component of his or her specialist training.						
Award / Agreement:	NSW Public Hospital Medical Officers Award, Senior Registrar						
Categorisation of Position:-							
Immunisation Category				Category A			
Working with Children requirement				<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No	
Exposure Prone Procedures				<input checked="" type="checkbox"/> Yes		<input type="checkbox"/> No	
Position Speciality Coding	Primary Function			Client		Speciality	
<i>Position Speciality Coding is only required for Nursing and Medical Positions- please refer to coding guidelines</i>							
Date Reviewed: 24/02/2009							

2. ORGANISATIONAL RELATIONSHIPS

REPORTS TO: As one of the medical staff, the incumbent of this position reports to Director of Simulation Centre – Clinical Associate Professor Leonie Watterson via a designated Term Supervisor (speciality specific) and /or the Director of the Hospital Skills Program.

Key Internal and External Relationships:

- The simulation fellow works as part of a multi-professional team within the Simulation Division of the SCSSC. Educational and research projects provided by the SCSSC are managed by multi-professional team which generally comprise a clinical director, facility operational manager, technical officer, project officer and financial officer.
- In addition, other clinicians collaborate with the SCSSC on specific projects to lead or participate in key educational and research activities.
- The Simulation Division collaborates with the Skills Division of the SCSSC on specified projects.
- If the fellowship position is accredited as part of a college training program then the term supervisor and fellow will work in accordance with the accreditation requirements specified by the relevant college.
- This position is jointly funded by Clinical Education and Training Institute (CETI) and NSCCHS. CETI sponsors the Hospital Skills Program Section 6 Organisational Context. NSCCHS sponsors DETECT training for recognition and management of the deteriorating patient (See Section 6 Organisational Context). In addition to other training activities, the incumbent will work with the CETI HSP project team to assist with delivery of training for the HSP program, and with the SCSSC team to assist with delivery of the DETECT training program.

3. PURPOSE OF POSITION:

Overview:

1. The Simulation fellowship position is a structured program comprising graded workplace learning and supervised practice relevant to the provision of simulation training and research for a multi-professional healthcare audience.
2. As mentioned, this fellowship focuses on the “HSP” and “DETECT” training programs although offers broad experience within this remit.
3. The fellowship may be accredited toward vocational specialist training by the relevant training college.

Broad Objectives and outcomes:

1. Acquisition of knowledge and skills and workplace experience relevant to simulation-based education and training (70%).
2. Acquisition of research skills and workplace experience via participation in a research program (20%).
3. Acquisition of general skills relevant to the workplace, team-working and management obtained from participation in the general operational aspects of the centre and team function (10%).

Specific objectives and Outcomes:

If completed at a satisfactory level, by completion of the fellowship, the simulation fellow will have the relevant knowledge, skills, attitudes and workplace experience to

1. independently manage the key components of training conducted within simulation laboratories
2. independently undertake scholarly activities such as literature reviews, presentations at scientific meetings, quality assurance audits and improvement projects,
3. effectively participate in a research team for larger scale original research projects.

1. Simulation Education: Basic Principles

Develop competencies relevant to teaching and learning in a simulated environment.

- Understand and apply competencies of non-technical skills and systematic management of clinical emergencies.
- Acquire instructor skills relevant to these.
- Understand variations in these for different health professional groups and working environments.

2. Team-Leading and Independent Practice.

Develop competencies relevant to independent teaching

- Understand the specific principles and practices relevant to team leading in this environment including group dynamics, privacy, confidentiality, risk management.
- Consolidate practice on a variety of courses.
- Develop skills required to team-lead a course and its faculty

3. Designing Educational Programs.

Acquire skills relevant to designing and implementing simulated educational programs.

- Be able to undertake a needs analysis for a given target group.
- Develop a curriculum.
- Operationally manage a course.
- Develop an evaluation process.

4. Research in Simulation

Understand the principles of research relevant to simulation education

- Understand the basic principles educational program evaluation research
- Perform a literature search

- Understand the principles of audit
- Evaluate and present data using conventional scientific methodology

5. Workplace, teamskills and general management skills

Be able to function effectively and productively within a multiprofessional, multidisciplinary team-based workplace. Understand and demonstrate:

- The factors that contribute to effective office-based teamwork
- The general principles of effective management of people and workplace operations.
- The operation of a multidisciplinary team meeting, along with the tasks of a chairperson and the attributes of a good chairperson.

4. QUALIFICATIONS, SKILLS AND EXPERIENCE:

Essential:

1. Completion of basic vocational training in one of the following specialist colleges' training programs: Emergency Medicine (ACEM), Anaesthesia (ANZCA), Intensive Care Medicine (JFICM) or other Australian medical specialist colleges who can demonstrate adequate prior training in resuscitation to teach this topic; or international graduates with equivalent standing.
2. Demonstrated commitment to development of educational and or research skills relevant to this position.
3. Excellent written and verbal communication skills
4. Ability and willingness to work effectively within a multiprofessional team, and contributing to the general operation of the SCSSC team.

5. PHYSICAL REQUIREMENTS:

See detail in Job Demands checklist at end of Position Description.

6. ORGANISATIONAL CONTEXT

The SCSSC is a training centre for health students and professionals based on the campus of Royal North Shore Hospital. It comprises two main educational streams, Clinical Skills and Simulation. The simulation stream, formerly the Sydney Medical Simulation Centre is part of the Northern Sydney Central Coast Area Health Service Directorate of Workforce Development.

The target clientele are health care professionals internal and external to NSCCAHS and the University of Sydney. Its core business is education and training of health care professionals who work in clinical teams using innovative team-based training methods in a synthetic training environment. The focus of training is on the performance of health professionals and the interface of humans with the complex health care system. Training is delivered face-to-face using a variety of mediums and occurs on-site and off-site. The centre also undertakes educationally-based projects, and other services such as assessment, consultancies and research.

CETI Hospital Skills Program (HSP)

The HSP is an education and professional development program that targets the current and future non-specialist medical workforce.

A significant proportion of the medical workforce in NSW hospitals consists of non-specialist medical practitioners, and while these doctors play a vital role in the delivery of services, they are not part of a formal medical specialist training program. They are from a wide variety of backgrounds, and they have different levels of experience and career aspirations.

The HSP will initially focus on Emergency Departments, and expand to include mental health, aged care, paediatrics, obstetrics and gynaecology, medicine and surgery. In

development, the HSP will be supported by a Curriculum Framework for each discipline which guides the content of the learning process. There will also be appropriate support tools such as assessment processes and learning portfolios, and appropriate incentives for doctors to be involved in the HSP.

The Simulation Division of the SCSSC manages the HSP for NSCCHS. The management team comprise a part-time senior medical specialist (Emergency Medicine); full time Education Support Officer; and the SCSSC director. The fellow will contribute to training activities for HSP participating doctors under the guidance of the HSP director and direct supervision of the SCSSC director.

NSCCHS Detecting Deterioration Evaluation Treatment Escalation and Communication in Teams (DETECT) program

The DETECT program is a multiprofessional training course that addresses the deteriorating patient. The program is a statewide training program, overseen by the Clinical Excellence Commission on behalf of NSW Health. Within NSCCHS, the Simulation division of the SCSSC provides educational support and coordination for courses run across the area.

7. POSITION REQUIREMENTS (Accountabilities, Responsibilities & Duties):

Delegations / Authority:

Budget:	nil
Personnel Supervision:	nil
Financial Delegation:	nil

Functional / Operational / Clinical:

1. Acquisition of knowledge and skills and workplace experience relevant to simulation-based education and training (70%).
2. Acquisition of research skills and workplace experience via participation in a research program (20%).
3. Acquisition of general skills relevant to the workplace, team-working and management obtained from participation in the general operational aspects of the centre and team function (10%).

1. Acquisition of knowledge and skills and workplace experience relevant to simulation-based education and training (70%).

The key role of the Fellow is to undertake an experiential apprenticeship in simulation based education and training. The position will involve approximately 35% of time to be engaged in face-to-face teaching and an additional 35% to be engaged in the development and preparation of curricular or educational materials. The latter time also includes other learning activities aimed at the development of the Fellow's skills. These include: private reading, participation in instructor training and reflective exercises based on hands-on teaching activities

It is expected that at the completion of the program, the Fellow will:

- Have practical experience and be fluent with the simulation curriculum
- Have experience and be fluent teaching a range of educational methods
- Have experience and be fluent teaching a range of relevant target learners
- Have experience and be fluent in teaching a representative range of training courses

2. Acquisition of research skills and workplace experience via participation in a research program (20%).

The Fellow will be encouraged to participate in the centre's existing research program and may work toward co-authorship on studies in progress. He or she will be encouraged to initiate and see to completion a small research project which can be completed within the period of the program. Any research undertaken by the Fellow will have an appropriately designated supervisor and it would be expected that 20% of time might be reasonably directed to research.

3. Acquisition of general skills relevant to the workplace, team-working and management (10%)

As part of the centre's team it will be essential that the fellow engage and work effectively as a member of a small multidisciplinary team. It is essential that the fellow is able to communicate effectively and harmoniously with his or her team mates and work co-operatively toward the centre goals. The Fellow will participate in centre team meetings, be fluent with the organisational aspects of these including the construction of an agenda, the conduct of the meeting by the chairperson and the attributes of effective management of a meeting.

It is essential that the Fellow observe standard codes of conduct with respect to Intellectual Property and Academic Conduct.

8. EMPLOYEE AGREEMENT

As the incumbent of this position, I have read and noted the requirements of this position description and agree with the contents therein. I understand that other duties, consistent with qualifications, skills and experience, may be directed from time to time and that the Position Description will be reviewed on an annual basis.

I also agree to strictly observe the Area Health Service's policy on confidentiality of patient information or other such sensitive information that I may come across in the course of my employment.

I have read the NSW Health Code of Conduct.

Employee Name: _____

Signature: _____ Date: _____

PERFORMANCE REVIEW DATE 3 MONTHS FOLLOWING COMMENCEMENT

PERFORMANCE REVIEW DATE FIRST ANNUAL REVIEW DUE

JOB DEMANDS CHECKLIST

Frequency Definitions:	
O - Occasional	Activity occurs a few times during a shift.
F - Frequent	Activity occurs during approximately half the shift.
C – Constant	Activity occurs throughout most of the shift.
R – Repetitive	Activity involves repetitive movement at periods during the shift.

PHYSICAL DEMANDS	DESCRIPTION	FREQUENCY				
		O	F	C	R	N/A
STANDING	Tasks involve standing in an upright position without moving about		X			
SITTING	Tasks involve remaining in a seated position during tasks		X			
HAND/ARM MOVEMENT	Tasks involve use of hands/arms ie. Stacking, mopping, sweeping, sorting, inspecting.	X				
GRASPING	Tasks involve gripping, holding, clasping with fingers or hands.	X				
MANUAL DEXTERITY	Tasks involve fine finger movements ie: keyboard operation, writing, pipette use etc.		X			
REACHING	Tasks involve reaching overhead with arms raised above shoulder height or forward reaching with arms extended.	X				
LEG/FOOT MOVEMENT	Tasks involve use of leg and or foot to operate machinery	X				
KNEELING/SQUATTING	Tasks involve flexion/bending at the knees, ankles and/or waist, in order to work at low levels	X				
BENDING/TWISTING	Tasks involve forward or backward bending/twisting at the waist.		X			
PUSHING/PULLING	Tasks involve pushing/pulling objects, including tasks which push or pull objects away from or towards the body along benches. May also includes striking or jerking movements	X				
LIFTING/CARRYING	Tasks involve raising / lowering or moving objects from one level or position to another, usually holding an object with the hands	X				
	1) Light lifting/carrying 0-9Kg	X				
	2) Moderated lifting/carrying 10-15 Kg	X				
	3) Heavy lifting/carrying 16+ Kg	X				
RESTRAINING	Tasks involve restraining patients/clients or others	X				
WALKING/RUNNING	Tasks involve walking and/or running on even surfaces		X			
	Tasks involved walking on uneven surfaces	X				
	Tasks involve walking up steep slopes or stairs	X				
	Tasks involve walking down steep slopes or stairs	X				
	Tasks involve walking whilst pushing/pulling objects.	X				
CLIMBING	Tasks involve climbing up or down ladders, scaffolding, platforms, trees.	X				
SENSORY DEMANDS		O	F	C	R	N/A
SIGHT	Tasks involve use of eyes as an integral part of task performance ie: looking at screen/keyboard in computer operation.			X		
HEARING	Tasks involve use of hearing as an integral part of the tasks performed eg use of stethoscope.			X		
SMELL	Tasks involve the use of the smell senses as an integral part of the task performance ie: working with chemicals	X				
TASTE	Tasks involve the use of taste as an integral part of task performance	X				
TOUCH	Tasks involve use of touch as an integral part of task performance.			X		
PSYCHOSOCIAL DEMANDS		O	F	C	R	N/A
	Tasks involve interacting with distressed people.	X				
	Tasks involve interacting with people who as part of their lives may be aggressive, verbally or sexually uninhibited.	X				
	Tasks involve viewing/handling deceased and/or mutilated bodies.					X

SPECIFIC WORKING ENVIRONMENT ISSUES	DESCRIPTION	FREQUENCY				
		O	F	C	R	N/A
SURFACES	Tasks involve working on slippery, wet or uneven surfaces	X				
SMALL SPACES	Tasks involve working in small spaces with obstacles within the area.	X				
WORKING AT HEIGHTS	Tasks involve making use of ladders, foot stools, scaffolding, roofs, etc. Anything where the person stands on an object other than the ground.	X				
CONFINED SPACES	Tasks involve working in confined spaces	X				
LIGHTING	Tasks involve working in lighting that is considered less than normal eg: working with lights dimmed or in darkened rooms	X				
COLOUR	Tasks involve differentiation of colour	X				
SUNLIGHT	Tasks involve working outdoors in sunlight	X				
TEMPERATURE	Tasks involve working in temperature extremes eg: working in a cool room, boiler room	X				
RADIATION	Tasks involve exposure to X-Rays, or other radiation sources	X				
ELECTRICITY	Tasks involve working with exposed electrical wiring and currents	X				
DRIVING	Tasks involve operating any motor powered vehicle.	X				
MACHINERY	Tasks involve use of heavy machinery and equipment.	X				
EXPOSURE TO CHEMICAL HAZARDS		O	F	C	R	N/A
DUST	Tasks involve working with dust or in dusty environments ie: sawdust	X				
GASES	Tasks involve working in areas effected by gas, or working directly with gases.	X				
FUMES	Tasks involve working with fumes eg from chemical use	X				
LIQUIDS	Tasks involve working with liquids which may cause skin irritations if contact is made eg: dermatitis	X				
DANGEROUS GOODS	Tasks involve handling of dangerous goods including storage or transportation	X				
BIOLOGICAL MATTER	Tasks involve work with human biological matter, blood and body fluids through examination, storage, transport or disposal.	X				
ALLERGENIC SUBSTANCES	Tasks involve exposure to allergenic substances	X				
ANTI-BIOTICS	Tasks involve handling, transport, administration or disposal of anti-biotics	X				
PERSONAL PROTECTIVE EQUIPMENT	Tasks involve use of Personal Protective Equipment	X				
SAFETY CRITICAL ISSUES		O	F	C	R	N/A
	Tasks involve responsibility for safety of others, eg provides direct patient care, drives others in vehicles	X				
	Tasks involve responsibility for tests and results that impact on clinical care decision making	X				
	Tasks involve making clinical care decisions	X				
	Tasks involve supply of indirect clinical care services and advice that may impact on patient care.	X				