Problem-based Learning (PBL) Facilitator, Medical Program

Position Description

The duties and responsibilities of this position may include each of the itemised activities with specific expectations negotiated from time to time with the Dean.

INTRODUCTION

The Bond University Medical Program consists of two sequential degrees — the Bachelor of Medical Studies (BMedSt) and the Doctor of Medicine (MD). Both degrees must be completed to be eligible to practise medicine. Years 1, 2 and 3 comprise the pre-clinical phase of the Medical Program.

In Years 1 and 2 of the BMedSt, learning occurs mainly in small groups comprising interactive cases, as well as experiential learning in clinical skills laboratories, simulation activities, community and clinical placements and a cultural immersion. The Program makes extensive use of a problem-based learning (PBL) approach in which weekly learning is formulated around the discussion of a clinical scenario.

Year 1 involves facilitator-guided hybrid PBL. This involves the facilitator actively supporting students to develop the skills necessary for successful learning in PBL and in their future medical careers. The facilitator’s role is to assist students to transition to their medical studies at Bond as well as to a new learning approach. In Year 2, the PBL facilitator is more of a supportive role. In Year 3, students are located at Robina Hospital and engage in small group case-based learning using the Bond Virtual Hospital (BVH) platform (with virtual patients).

Sessional PBL facilitators work alongside academic staff in the first two years of the Medical Program playing a key role in guiding students to develop effective team work skills, problem-solving and critical thinking skills, as well as self-directed and adult learning capabilities. They also support students in developing the competencies of a junior medical student.

REPORTING RELATIONSHIP:

- Dean of Medicine
- PBL Lead, Medical Program
- PBL Facilitators
DUTIES AND RESPONSIBILITIES:
PBL facilitators are required to attend one or more foundation training sessions as a condition of appointment and to undergo an orientation to Bond University’s iLearn, the electronic platform for the delivery of curriculum, including the weekly cases.

PBL facilitators will:
• Facilitate the Case Opening and the Case Wrap-up of the small group PBL sessions
• Facilitate in the small group Skills sessions in Year 1
• Participate in ongoing facilitator training involving weekly facilitator meetings scheduled during the semester
• Participate in facilitator training/professional development sessions that are provided from time to time to further enhance facilitation skills (e.g. cultural diversity training)
• Undertake the preparation deemed necessary to facilitate PBL tutorials as process rather than content experts
• Model appropriate professional practice such as being ethical, honest, punctual and open to continued opportunities to learn and develop as professionals
• Adopt a continuous improvement approach to facilitation activities and proactively seeking support from other facilitators and the PBL Lead as required
• Conduct one-on-one feedback sessions with individual students as required during the semester
• Be available for student consultation while on campus
• Identify students to the PBL Lead and the Year Lead who may require academic or personal support
• Contribute to the development of at least one assessment item per week (support in developing effective assessment items may be part of some of the weekly facilitator support/briefing meetings)
• Complete and submit all administrative paperwork in a timely fashion
• Complete and submit an accurate timesheet within two weeks of undertaking the scheduled sessions
• Adhere to Faculty and University policies and procedures.

Facilitators may also be asked but are not required to:
• Participate in assessment-related activities including standard-setting and invigilation of examinations
• Support curriculum development
• Contribute as a demonstrator in workshops and laboratory sessions.

SELECTION CRITERIA
1. A Bachelor’s degree, and
2. Experience in teaching/training/tutoring higher education students

DESIRABLE CRITERIA:
1. Prior experience as a PBL tutor/facilitator
2. A degree in a health-related area
3. Completed postgraduate studies in learning and teaching

OTHER DUTIES AS DIRECTED
The staff member may seek and/or the Dean may allocate additional duties within a staff member’s skill, competence and training.

UNDERSTANDING OF QUALITY ASSURANCE
Staff should demonstrate an understanding of the principles of quality assurance and continuous improvement as they apply at Bond University.

Staff are expected to demonstrate an ongoing commitment to the Bond University Strategic Plan, university policy and to our quality assurance processes.
UNDERSTANDING OF CULTURAL SENSITIVITY

Staff will come into contact with staff and students from a variety of cultural backgrounds. It is expected that mutual respect, cultural awareness and cultural sensitivity will form the basis of a professional working relationship.

Staff are encouraged to attend a cultural sensitivity workshop to further enhance and develop cultural awareness and cultural sensitivity skills.

Position held by: ________________________________

Signed: ______________________________________

Date: ________________________________