



### Position Description

<b>POSITION TITLE:</b> Simulated Participant	<b>CLASSIFICATION LEVEL:</b> Bond 3
<b>SCHOOL/OFFICE</b> Faculty of Health Sciences and Medicine	<b>DATE CLASSIFIED/LAST UPDATED:</b> August 2022

#### PURPOSE OF THE POSITION

Bond University Faculty of Health Sciences and Medicine provides education to students in health degrees including Medicine, Physiotherapy, Nutrition and Dietetics and Occupational Therapy. Bond has a personalised teaching model with emphasis on providing small class sizes as often as possible, and for clinical students this may be in a “simulated” or “role play” environment where students can learn or demonstrate a skill.

A Simulated Participant is a staff member who portrays a patient (simulated patient), family member or client to meet the objectives of the simulation; a Simulated Participant may also be referred to as a standardized patient/family if they have been formally trained to act as real patients to simulate a set of symptoms or problems used for health care education, evaluation, and research. Simulated Participants often engage in assessment by providing feedback to the learner (Palaganas, et al., 2012).

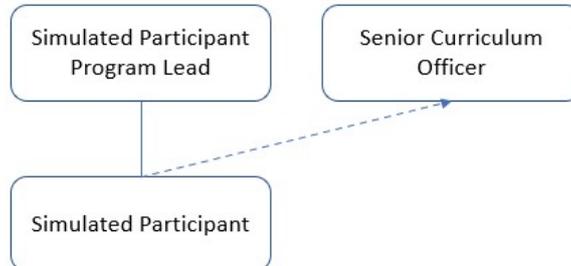
Simulated Participants are employed on a casual basis to do a variety of roles. This can include simple, passive activities such as being physically examined, or complex, emotional cases that require high levels of role play and interaction.

Simulated Participants will partner with various programs in teaching for a variety of educational activities. The names of these activities reflect the level of involvement and training required prior to participating. At Bond, these are categorised into 3 main groups – Examination and History Taking, Portraying the Sick Participant and Advanced Role Portrayal. Simulated Participants are allocated to these roles based on their suitability and ability.

The faculty operates at three sites in Robina – Bond University Main Campus, Bond Institute of Health and Sport, and Bond University Clinical Education and Research Centre. Simulated Participants may be required to attend and operate from any of these sites or contracted to attend work at hospital or other external health facilities within the Gold Coast Region and Northern New South Wales Region.

## REPORTING RELATIONSHIP

Simulated Participant will report to the Simulated Participant Program Lead, however, also receives direction from and is accountable to the Senior Curriculum Officer.



## SELECTION CRITERIA

- Apply knowledge of the history, context, and purposes of Simulated Participants.
- Provide a high quality, supportive environment for students and staff, including confidentiality
- Apply and adapt performance skills to the requirements of the simulation at hand, including accurate and consistent simulated histories, simulated physical and mental state signs.
- Demonstrate competence in the provision of feedback to student health professionals as prescribed by the tutor.
- Demonstrate the ability to work and build positive relationships with diverse teams (health practitioners, teaching staff, laboratory staff and other Simulated Participants).
- Adhere to the relevant legislation and policies set by the university.

## DESIRABLE ATTRIBUTES

- Previous experience working as a Simulated Participant or Standardized Patient
- Formal Simulated Participant or Standardized Patient training
- Previous experience working in simulated settings

COMPETENCY	RESPONSIBILITY	PERFORMANCE INDICATORS
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Role play Simulated Participant (SP) for scenarios across a variety of settings including (but not limited to) history taking, special communications and patient assessment.</li> <li>• Participate in Physical Examinations when required.</li> <li>• Participate in student examinations across the required programs in a standardised way.</li> <li>• Portray roles (e.g. patient/carer/relative) in complex (physical, mental, psychosocial) scenario portrayals for training of undergraduate and postgraduate students</li> <li>• Portrayal of acute physical or mental illness in complex scenarios.</li> <li>• Contribute to the development of teaching or research resources (including videos), such as a role portraying a client, patient or care giver.</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to standardised roles given.</li> <li>• Arrival to work on time</li> <li>• Participation in educational activities as required.</li> <li>• Attendance at examinations as required.</li> <li>• Quality of service provided.</li> <li>• Quality of student and staff feedback.</li> <li>• Quality and timeliness of resources developed.</li> <li>• Adherence to Simulated Participant Charter.</li> </ul>
<b>Training</b>	<ul style="list-style-type: none"> <li>• Participate in orientation and training programs in preparation for the role.</li> <li>• Participate in regular training and up-skilling sessions when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at training sessions and demonstration of competencies required.</li> </ul>
<b>Evaluation and Feedback</b>	<ul style="list-style-type: none"> <li>• Provide constructive feedback to students on performance in clinical scenarios.</li> <li>• Provide constructive feedback to teaching staff on student performance in clinical scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of feedback received.</li> <li>• Response to constructive feedback or requests for change.</li> </ul>
<b>Understanding of Quality Assurance</b>	<ul style="list-style-type: none"> <li>• Staff should demonstrate an understanding of the principles of quality assurance and continuous improvement as they apply at Bond University.</li> <li>• Staff are expected to demonstrate an ongoing commitment to the Bond University Strategic Plan, university policy and to our quality assurance processes.</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to quality assurance and continuous improvement is evident in all work undertaken.</li> <li>• Ongoing commitment to the Bond University Strategic Plan, university policy and to our quality assurance processes is evident.</li> </ul>
<b>Understanding of Cultural Sensitivity</b>	<ul style="list-style-type: none"> <li>• Staff will encounter staff and students from a variety of cultural backgrounds. It is expected that mutual respect, cultural awareness, and cultural sensitivity will form the</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate cultural sensitivity demonstrated in interactions with others and training undertaken.</li> </ul>

	<p>basis of the professional working relationship.</p> <ul style="list-style-type: none"> <li>• Staff are encouraged to attend a cultural staff workshops to further enhance and develop cultural awareness and cultural sensitivity skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Mutual respect, cultural awareness and cultural sensitivity are displayed in all professional working relationships.</li> </ul>
<b>Understanding of WHS Responsibilities</b>	<ul style="list-style-type: none"> <li>• Maintain a safe workplace and follow safety directions and internal controls.</li> <li>• Alert your Manager of WHS risks and be vigilant in observing safe practices.</li> <li>• Understand WHS requirements in your work area.</li> <li>• Awareness of, and accountability for, WHS responsibilities in the work area and for the staff and contractors under your control (if applicable).</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding, demonstration, and application of WHS Responsibilities</li> <li>• Complete all WHS training and responsibilities as required.</li> </ul>

It is not the intent of this position description to limit the scope of this position in any way but to give an overview of this role at Bond University. You may at times be required to work at other tasks and areas as directed by the Management.

Position Held by: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

