



GP Supervisor for Integrated Placements – Level B

(Clinical Assistant Professor B)

Teaching Focused

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 Executive Dean.

INTRODUCTION

The GP Supervisor for Integrated Placements – Level B is a registered medical practitioner who is expected to independently contribute to medical student teaching and assessment during integrated clinical placements. The role is based at main campus with duties performed onsite, online and at various clinical sites as needed. The role will support academic supervision for students undertaking an integrated clinical placement in child health, women's health and mental health. It will also contribute to the supervision and teaching of students during their community placement.

GP Supervisors for Integrated Placements ensure that students translate theoretical learning to clinical practice, consolidating cross-cutting generalist clinical skills across multiple disciplines and address learning gaps. The Supervisor provides bedside and small group teaching and facilitates peer to peer teaching during clinical placements. This role facilitates students transitioning from pre-clinical to clinical placements and between community and hospital placement environments and vice versa.

DUTIES AND RESPONSIBILITIES

Duties and responsibilities of a GP Supervisors for Integrated Placements include, but are not limited to:

TEACHING AND LEARNING

- Make an effective and independent contribution to teaching and learning in the clinical placement environment, through coaching, role-modelling, debriefing and feedback.
- Contribute to the development of students' clinical skills, clinical reasoning, clinical handover, and professionalism.
- Enable students to identify opportunities to access and learn from patients and maximise opportunities to practice clinical skills and strengthen peer-learning opportunities.
- Contribute to development of graduate attributes including teamwork, medical record documentation, ward call, clinical handover, procedural skills, communicating with patients and family members, etc.
- Conduct tutorials, practical classes, demonstrations, clinical sessions, and other appropriate learning activities as required.
- Provide flexible, consistent, and timely approaches to assessment and feedback that foster independent learning, incorporate relevant developments, and reflect best practice.
- Contribute to student assessment in work-based assessments and OSCEs, Back to Base large-group sessions to showcase placement learning and highlight the integrated placement.

STUDENT SUPPORT AND COMMUNICATION

- As directed by SASQ staff or clinical supervisors, provide support to students requiring academic support.

- Ensure equity of student experience whilst balancing support for student's requiring additional support through a referral and prioritisation process that integrates with existing processes of feed-forward and feedback between Bond faculty and staff at placement sites.
- Clear and timely communication with students to determine their learning needs and to schedule and deliver support.
- Ensure students are adequately informed of the requirements and conduct of learning activities.
- Encourage regular and effective consultation with students.
- Timely communication with Bond faculty, students and placement site staff including site leads, placement coordinators/managers, clinical supervisors, Bond assessments and student support teams and students.

KEY RELATIONSHIPS/STAKEHOLDERS

- The GP Supervisor for Integrated Placements will ideally have a good working knowledge of the local placement site(s) and be able to utilise their networks and social capital to enhance student learning opportunities.
- Reporting to Professor Community Clinical Education.

RESEARCH AND SCHOLARSHIP

- Contribution to be negotiated with the Professor Community Clinical Education. Where appropriate, activities may include participation in the formal evaluation of the integrated placement program.
- Participate in development opportunities to improve teaching and supervision skills.

SERVICE, ADMINISTRATION AND PROFESSIONAL CONTRIBUTIONS

- Participate in relevant Bond and placement site orientation and training activities, contribute to CPC team meetings and quarterly clinician advisory board meetings.
- Engage in professional activities appropriate to the profession.
- Adhere to University and Faculty Policies and policies and practices of the relevant hospital placement site.

OTHER DUTIES AS DIRECTED

Under the direction of the Faculty Executive Dean, you may be required to complete the 'Foundations of University Learning and Teaching' subject conducted by Bond University.

The staff member may seek and/or the Executive Dean may allocate additional duties within a staff member's skill, competence and training.

TEACHING LOAD

The teaching load for this position is the load established in accordance with Faculty policies, except as otherwise agreed with the Executive Dean/ Head of Academic Unit. The designation may be changed by consent if the level of research and scholarship is not considered to be of an appropriate standard for a Clinical Assistant Professor B.

RELEVANT EDUCATIONAL QUALIFICATIONS

A GP Supervisors for Integrated Placements must have an Australian medical degree (undergraduate or postgraduate) or the equivalent recognised in Australia and be registered with APHRA as a medical practitioner.

A doctor with fellowship of a general practitioner (RACGP, ACRRM) college

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 for a professional working relationship.

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

UNDERSTANDING OF WHS RESPONSIBILITIES

Maintain a safe workplace and follow safety directions and internal controls. Alert your Manager of WHS risks and be vigilant in observing safe practices. Understand WHS requirements in your work area.

All managers of staff are required to conduct risk assessments and implement controls accordingly as well as action safety audit results within the directed time frame.

Awareness of, and accountability for, WHS responsibilities in the work area and for the staff and contractors under your control (if applicable).