Medical Tutor Specialist

Acute and General Medicine

Date: September 2017

Job Title: Medical Tutor Specialist

Department: General Medicine & Assessment and Diagnostic Units (ADU), Waitemata District Health Board

Location: North Shore & Waitakere Hospitals

Reporting To: Clinical Directors General Medicine & ADU, Operations Manager General Medicine/ADU

Directly Supervising: Junior Medical Officers (Registrar and House Surgeon)

Functional Relationships with:

- Internal
  - HOD Acute & Emergency Medicine Service
  - Service Clinical Directors
  - General Manager, Acute & Emergency Medicine Service
  - Operations Manager, ED
  - METU (Medical Education Training Unit)
  - Head of Division, Nursing – Medical Services
  - Head of Division, Allied Health – Medical Services
  - Clinical Nurse Director – Medical Wards
  - Charge Nurse Managers, ADU, ED & Medical Wards
  (As required with other medical groups, Medical, Nursing, Allied health professionals, HR Manager and other staff of the wider health facility)

- External
  - As required with patients, general practitioners, PHOs, other medical specialists, other regional DHBs, purchasers, industry representatives, Government agencies, statutory authorities, education / research authorities and other professional bodies

Purpose: The Tutor Specialist contributes to:

1) The successful supervision and guidance of resident medical officers in training.
2) Service goals and strategies by delivering consistent, high quality, patient centered care to the population of the Waitemata District Health Board.

Diagram:

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Head of Division
Acute & Emergency Medicine Service

Clinical Directors, ADU and General Medicine

GM & Operations Manager, General Medicine/ADU

Tutor Specialist
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Our Purpose, Values and Standards

At the heart of Waitemata DHB is our promise of ‘better care for everyone’. This promise statement is the articulation of our three-fold purpose to:
1. promote wellness,
2. prevent, cure and ameliorate ill health and
3. relieve the suffering of those entrusted to our care.

At the heart of our values is the need for all of us to reflect on the intrinsic dignity of every single person that enters our care. It is a privilege to be able to care for patients, whānau and our community, a privilege that is sometimes overlooked in our day to day work.

Our standards and behaviours serve as a reminder to us all about how we are with our patients and with each other.
1) Introductory comments:

a) Medical Tutor Specialist Duties

**Duties:** The Tutor Specialists duties will be mutually agreed with HOD Acute & Emergency Medicine Services, Clinical Directors of General Medicine & ADU and Operations Manager General Medicine/ADU, with regard to the requirements of the service and the location(s) the clinician works at.

**Part-time positions:** This job description describes a typical fulltime appointment, for part time appointees some of the described duties may not apply – this will be decided by negotiation with individuals.

**Location of employment:** As an employee of Waitemata District Health Board the Tutor Specialist is potentially expected to work anywhere within the Board area i.e. appointments are not made to a specific site.

**Employment Contract:** This job description is subject to the provisions of the relevant Collective Employment Agreement for Senior Medical Officers/MOSS.

b) Credentialling: The Tutor Specialist will either have been credentialled for his/her scope of clinical activities within General Internal Medicine or will undergo credentialling at the time of appointment. The Tutor Specialist will take part in the credentialling process.

c) Clinical vs. Non-clinical time:

i) Tutor Specialists are required to engage in a number of activities that are not directly related to the care of specific patients. Examples include maintaining a program of continuing professional development, engagement in clinical audit and research, training and teaching of junior staff, and activities that contribute to service development. Such activities (i.e. those that are not directed towards the care of individual patients) are termed “non-clinical” and an allocation of time in the usual weekly schedule will be made to allow for them.

ii) Generally, the activities listed in sections 3 and 4 of this document which relate to care of individual patients in the outpatient, ward, domiciliary, ward consultation and out-of-hours call context are “clinical duties” and activities in sections 5 and 6 are “non clinical” duties.

iii) The balance of clinical versus non-clinical time will be as per the relevant employment agreement, or as discussed and agreed with the clinical director.

d) Provision of Support: The Tutor Specialist will be provided with the necessary support and resources to achieve the goals specified in this document. Details of the support and resources available, and particularly any proposed changes in support and resources, will be discussed and agreed between Tutor Specialist and management.

e) Document Review

i) This job description should be reviewed by the Tutor Specialist of the service along with the Clinical Directors and Operations Manager for General Medicine/ADU on at least a two-year basis. This can also be done at any other time at the request of any Tutor Specialist or management; it is particularly important that this happens if a significant change in employment expectations or job size has occurred or is anticipated.

ii) Changes to job description: Changes in the nature or location of a clinician’s duties will occur by general agreement after discussions between the Tutor Specialist and the Clinical Directors and the Operations Manager for General Medicine/ADU.
2) **Conduct and Ethics**

The Tutor Specialist will, to the best of his/her ability, undertake his/her clinical responsibilities and conduct himself/herself in matters relating to his/her employment in accordance with relevant professional standards, guidelines and ethics, as determined from time to time by:

- The New Zealand Medical Association;
- The Senior Medical Officer’s medical college(s) and/or professional association(s);
- The New Zealand Medical Council;
- The Health and Disability Commissioner;
- RACP regulations and statutory requirements;
- Waitemata District Health Board Policies & Procedures

The Tutor Specialist should maintain a punctual approach to scheduled activities, particularly to patient contacts. If absent from or unable to perform their duties the SMO will inform the Clinical Director, General Medicine and Operations Manager, General Medicine/ADU.

The SMO should conduct him/herself in such a way as to provide an example for juniors to follow.

3) **Clinical Duties**

**Acute Admissions**

- During medical team rounds the primary responsibility will be to review the clinical history and findings, bringing focus to the initial care and management of the acute medicine patient, to ensure that this is being actioned by relevant staff (investigations and treatment), to ensure effective education and communication (with patients, their families, and other health professionals), and to supervise the discharge summaries.

- The Tutor Specialist will be accountable for attendance at appropriate consultations, supervision of the activities of the junior medical staff, rational use of resources (within agreed protocols and guidelines where they exist), review of the medication chart and problem plan and training of first 24-72 hours of medical admissions.

- The activities included and associated with this role will not necessarily be undertaken consecutively or sequentially. Activities may include:
  - patient contact time
  - data gathering
  - meetings with families and caregivers
  - checking and reviewing management and problem plans
  - checking and reviewing medication charts
  - general administration time
  - consulting with other specialists
  - liaison meetings with nurses and allied health professionals involved in the provision of care
  - follow-up activities
  - case research
  - supervision of discharge summaries
  - teaching and supervision of trainees

- Successful performance will be measured by meeting relevant key performance indicators and including timely attendance at the ward rounds, patient/family satisfaction, at least 90% of new patients being seen within 24 hours of admission, physician assessment recorded in the notes of each ward round, and effective supervision of house physician and registrar discharge notes.
Ambulatory/ Outpatient Clinics

In the acute medical clinic or outpatient setting the Tutor Specialist will

- assess the patient
- having assessed the patient, provide a specialist opinion which includes a diagnosis and recommended plan of management and follow up.
- communicate with the patient and family, referring health practitioner and the multidisciplinary team
- review, sign and act upon relevant old notes, letters, reports and results
- prepare a formal report to the referring professional

Clinic scheduling should allow time for the above, and for:

- checking and reviewing results of investigations
- following up discharged patients to monitor progress
- consulting with members of the multidisciplinary team and other specialists

4. Tutor Specialist Role

A) Basic Trainees

- Liaise with METU for setting up appropriate equipment/advertising teaching/attendance records
- Liaise with SMOs/ATs regarding teaching programme
- Hold GP cell phone for admitting medical registrar to allow attendance at teaching
- Assist with acute admitting of medical patients on Wednesday afternoon to free up registrar to attending teaching (unless prior commitments)
- Co-ordinate feedback regarding teaching programme i.e. relevancy etc
- Organisation/assist with Auckland-wide mock examination
- Organise and co-ordinate Saturday FRACP teaching
- Initially MCQ question teaching
- Followed by short case teaching
- Organise and co-ordinate FRACP Clinical Examination at NSH along with other identified SMO’s

Regular liaison with trainees regarding any issues

- Leave for exam courses
- Leave for exams preparation

B) Advanced Trainees

- Primarily liaison and advisory role
- Career planning
- Interviews
- Projects
- Mentoring role
- Advocating for trainees
- Ensuring adequate supervision
- Leave issues

C) Basic Pre-Exam Trainees

Identify cohort of doctors

Mentoring and advocacy role

Review medical component of House Officer Teaching

- Review of appropriate and timely medical topics
- Co-ordination of SMOs/ATs for teaching
- Feedback regarding relevancy/usefulness etc
D) **Grand Round**

Active involvement in the co-ordination and expectations of Grand Round presentations

E) **Quality Initiatives**

There is an expectation of involvement in a quality initiative with Acute Medicine or General Medicine. The choice of initiative would be designed to be of benefit to the department of Acute and General Medicine.

5. **Other Professional Duties**

- During the following liaison and co-ordination activities, the Tutor Specialist is primarily responsible for facilitating the successful co-ordination of patient care and associated support activities through effective participation.

- The Tutor Specialist is accountable for regular and timely attendance at all such scheduled activities, full participation in these, and effective use of the time available.

- Activities included within this section include:
  - morbidity and mortality review meetings
  - X-ray conferences
  - consultants clinical meetings (to review and discuss cases)
  - departmental quality improvement, peer review, and clinical audit programs
  - personal literature review - including active participation in in-house journal
  - review meetings.
  - preparation of materials for and provision of formal Registrar teaching.
  - liaison meetings
  - management meetings
  - special education service meetings

- The time taken for these activities, after taking into account the paid time available for quality assurance/peer review activities, and CME leave, is clearly defined in the individual job-size documents.

**Education**

The department has a major educational role of many health professionals including medical staff, medical students, nurses, nursing students and physiotherapy students. The Tutor Specialist will be expected to actively participate in educational programmes.

Continuing medical education is considered a priority. The department will assist the Tutor Specialist to achieve the CME requirements set out by their professional body. It is expected that the Tutor Specialist will attend department academic meetings, and support the academic programme wherever possible.

**Administration**

Efficient administration systems are an important component of a quality service. Time will be allocated for administration for activities such as reviewing results, etc as per the ASMS CEA.

**Professional Accountabilities**

All Senior Medical Officers/MOSS in their specialty, are accountable for their professional standards and conduct at all times. Any breach of professional conduct or clinical standards failures must be recorded and reported to the HOD Acute & Emergency Medicine Service, General Manager, Acute & Emergency Medicine Service. Professional help must be sought as required. Patient confidentiality and security must be maintained at all times.

The Tutor Specialist must also recognise individual responsibility for Workplace Health and Safety under the Health and Safety in Employment Act 1992. Company health and safety policies should be read and understood and relevant procedures applied to their own work activities.

Maximum Work Periods and Other Work

Wherever possible, the maximum number of hours worked consecutively should not exceed 15 (except in emergencies).

Where the Tutor Specialist is engaged in work other than for Waitemata DHB on the same day as rostered to work for the company, they will not commit to work more than 15 consecutive hours (except in emergencies).

The Tutor Specialist may engage in other work (i.e. other than for Waitemata DHB) provided they meet availability and rostered work requirements, and agreement from the Clinical Director and General Manager Acute & Emergency Medicine Services.

Support Services

Staffing levels for support staff will be planned and determined by the General Manager, Acute & Emergency Medicine Service, in consultation with the Head of Division, Medicine and Clinical Director, Medicine and Operations Manager General Medicine/ADU in accordance with standards and safety levels agreed by the Clinical Board.

This is with particular reference to:
- junior medical staff coverage of evenings and weekends, and nights to ensure safe practices
- appropriately skilled nursing staff
- appropriate administrative and secretarial support

Performance Assessment

Each Tutor Specialist will participate in departmental audit activities, and in the development of departmental and individual performance assessment criteria and tools. These will include both quantitative (where appropriate) and qualitative assessments, and may include a variety of mechanisms including peer review.

Additional Duties

Where Tutor Specialists are requested to perform additional sessions over and above the number agreed in this job description: the frequency of this is unclear, it is agreed beforehand that you will submit a claim form to be paid a standard rate, to be agreed, per session (i.e. 4hrs) to the Operations Manager for authorization.

Supervision of Junior Staff

The supervision of Junior Medical staff is an integral part of the Tutor Specialists role. This is necessary to:
- monitor the quality of care provided by Junior Staff.
- meet supervision requirements of the employer, Medical Council and specialist colleges.
- facilitate the continuing education and professional development of Junior Staff.

Supervision entails regular face to face contact and communication with junior staff, discussion of clinical issues, joint review of patients, and review of documentation including clinical notes, medication charts, problem plans and discharge letters. Supervision should be to a standard that satisfies the requirements and recommendations as laid down by the New Zealand Medical Council and the Clinical Training Agency.

Each Registrar and House Officer ("RMO") working in the Service will have a Senior Medical Officer assigned as primary supervisor. This SMO is responsible for assessing the performance and reviewing
the workload of the RMO over his/her attachment to Assessment Treatment and Rehabilitation medicine. Feedback discussions between the SMO and the RMO will occur regularly (with input from the Tutor Specialist as applicable). A final report will be prepared at the end of the attachment by the SMO.

The Tutor Specialist should be readily accessible to RMOs for discussion of cases assessed by them within the Emergency Department and Assessment and Diagnostic unit (this may be completed by the RMO’s SMO supervisor or the Tutor Specialist). This may also include those patients seen by RMOs in the acute medical clinics.

The Tutor Specialist needs to ensure that delegated work is clearly communicated and that the RMO understands what they are expected to do. The delegation of tasks to RMOs must be only done after careful consideration of the knowledge, skill and experience of the junior performing the delegated activity.

The Tutor Specialist should encourage and assist the junior medical staff to present cases in the emergency settings, in-service training, medical rounds and quality forums, and to participate in quality of service activities.

**Quality and Workplace Health & Safety**

It is expected that the Tutor Specialist will:

- Deliver care in a sensitive and appropriate fashion, taking into account cultural differences and patient rights. This includes ensuring that informed consent is obtained where required in accordance with Waitemata District Health Board policy.

- Undertake appropriate training with regard to the principles of the Treaty of Waitangi and ensure that work practices are in accordance with the requirements of the Treaty.

- Deliver care in accordance with the Code of Health and Disability Services Consumer Rights’ 1996, and the organisation’s values. (See also Section 2).

- Allocate and utilise finite health care resources in line with service goals and strategy.

- Participate in quality improvement activities for the service, and audits within the unit as agreed with the Clinical Directors, Operations Manager for Medicine & ADU’s.

- Participate in data collection for the purposes of maintaining unit statistics and quality improvement.

- Participate in the management of referrals as required and ensure patients are considered for entry to the service in an equitable and timely manner.


- Have regard to Waitemata District Health Board Health and Safety policies & relevant procedures & applying to own work activities.

- Identify, report & self-manage hazards where appropriate
# PERSON SPECIFICATION

**POSITION TITLE:** Medical Tutor Specialist

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<th>Minimum</th>
<th>Preferred</th>
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<tr>
<td><strong>Qualification</strong></td>
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<tr>
<td>• MB.Ch.B. (or approved similar degree) with FRACP, or equivalent, in</td>
<td>• Current and relevant work experience in New Zealand or a similar</td>
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<td>general medicine from the Royal Australasian College of Physicians</td>
<td>environment</td>
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<td>OR an expectation of achievement of FRACP in the next 12 months.</td>
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<td>• Holds a current annual practising certificate</td>
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<td><strong>Experience</strong></td>
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<td>• Recent experience in an acute care setting and other relevant areas</td>
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<td>outlined in the Sections above</td>
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<td>• Knowledge of the Treaty of Waitangi and its application to practice</td>
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<td>• Committed to own ongoing professional development and actively</td>
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<td>contributes to own professional memberships and networks</td>
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<td>• Demonstrates a good understanding of adult learning principles</td>
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<td><strong>Skills/Knowledge/Behaviour</strong></td>
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<td>• Patient focus provided by displaying personal qualities of; respect,</td>
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<td>politeness and empathy when interacting with patients and their</td>
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<td>family/whanua</td>
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<td>• Good interpersonal skills to support junior staff by setting clear</td>
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<td>expectations, by encouraging and providing constructive feedback,</td>
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<td>and demonstrating solid leadership skills</td>
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<td>• Ability to promote a safe and quality focused work environment by</td>
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<td>demonstrating safe work practices, reviewing practice, identifying</td>
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<td>areas of improvement and acting accordingly, and initiating and</td>
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<tr>
<td>participating in quality audits and risk management activities</td>
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