

## Position Description

Employment Agreement:	NZNO/DHB MECA
Position Title:	<b>Simulation Educator</b>
Service & Directorate:	Otago Clinical Skills Laboratories
Location:	Dunedin
Reports to:	PDU Manager
Number of direct reports:	Nil
Date:	February 2022

### Our Vision

Better Health, Better Lives, Whānau Ora

We work in partnership with people and communities to achieve their optimum health and wellbeing  
We seek excellence through a culture of learning, enquiry, service and caring

### Our Shared Values and Behaviours

Kind <i>Manaakitanga</i>	Open <i>Pono</i>	Positive <i>Whaiwhakaaro</i>	Community <i>Whanaungatanga</i>
<b>Looking after our people:</b> We respect and support each other. Our hospitality and kindness foster better care.	<b>Being sincere:</b> We listen, hear and communicate openly and honestly. We treat people how they would like to be treated.	<b>Best action:</b> We are thoughtful, bring a positive attitude and are always looking to do things better.	<b>As family:</b> We are genuine, nurture and maintain relationships to promote and build on all the strengths in our community.

### Our statutory purpose

To improve, promote and protect the health of our population

- Promote the integration of health services across primary and secondary care services
- Seek the optimum arrangement for the most effective and efficient delivery of health services
- Promote effective care or support for those in need of personal health or disability support services
- Promote the inclusion and participation in society and the independence of people with disabilities
- Reduce health disparities by improving health outcomes for Māori and other population groups
- Foster community participation in health improvement and in planning for the provision of and changes to the provision of services.
- Uphold the ethical and quality standards expected of use and to exhibit a sense of social and environmental responsibility.

Simulation Educator Purpose and Role
<p>The Simulation Educator may work across the organisation or within a clinical area, acting in the roles of educator, consultant, researcher, debriefer, leader or change agent in the pursuit of excellence and improved health outcomes.</p> <p>Insitu and Sim laboratory simulation is central to the role, however in order to influence and strengthen health care practice it is essential the role is underpinned by <u>all</u> the competencies as outlined in the position description below:</p> <ul style="list-style-type: none"> <li>• Promotes excellence in healthcare practice within an interprofessional environment.</li> <li>• Promotes the enhancement of practice and the development of knowledge and skills for healthcare staff.</li> <li>• Shows effective leadership and consultancy with a simulation/educational focus.</li> <li>• Promotes and utilises research and evidence-based practice.</li> <li>• Maintains own professional development.</li> </ul>

## Competencies

The following competencies apply to this position. The employee will be assessed against these as part of their annual performance and development review.

Organisational Competencies	
<b>Customer Focus</b>	Is dedicated to meeting the expectations and requirements of internal and external customers; gets first hand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect.
<b>Integrity and Trust</b>	Is widely trusted; is seen as a direct, truthful individual; can present the unvarnished truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent him/herself for personal gain.
<b>Drive For Results</b>	Can be counted on to exceed goals successfully; Is constantly and consistently one of the top performers; very bottom line oriented; steadfastly pushes self and others for results.
Role Specific Competencies	
<b>Motivating Others</b>	Creates a climate in which people are motivated and want to do their best; can motivate many team or project members; empowers others to achieve desired results; invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important; is someone people like working with.
<b>Planning</b>	Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measures performance against goals; evaluates results.
<b>Interpersonal Savvy</b>	Relates well to all kinds of people, up, down, and sideways, inside and outside the organisation; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can diffuse even high-tension situations comfortably.
<b>Informing</b>	Provides the information people need to know to do their job and to feel good about being a member of the team, unit, and/or the organisation; provides individuals with information in a timely manner to make accurate decisions.

### Reporting Lines

- This role reports professionally with the DSM OCSL Clinical Director
- This role reports operationally to the SDHB PDU Manager
- This roles works collaboratively with the SDHB OCSL coordinator

KEY RELATIONSHIPS	
Within Southern DHB/University of Otago	External to Southern DHB

<ul style="list-style-type: none"> <li>• PDU Manager</li> </ul>	<ul style="list-style-type: none"> <li>• National Committees</li> </ul>
<ul style="list-style-type: none"> <li>• OCSL Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Local, District and Regional Groups</li> </ul>
<ul style="list-style-type: none"> <li>• University of Otago, Dunedin School of Medicine Medical Education Group</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Nursing/Midwifery Organisations</li> </ul>
<ul style="list-style-type: none"> <li>• Nurse/Midwifery and all other interdisciplinary Educators</li> </ul>	<ul style="list-style-type: none"> <li>• Tertiary Providers</li> </ul>
<ul style="list-style-type: none"> <li>• Otago Simulation Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Non-Provider Arm</li> </ul>
<ul style="list-style-type: none"> <li>• Clinical Charge Nurses/Midwives</li> </ul>	<ul style="list-style-type: none"> <li>• National Workforce Development Agencies</li> </ul>
<ul style="list-style-type: none"> <li>• Clinical Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• New Zealand Association of Simulation in Healthcare</li> </ul>
<ul style="list-style-type: none"> <li>• All Nursing and Midwifery Staff</li> </ul>	
<ul style="list-style-type: none"> <li>• Allied Health Staff</li> </ul>	
<ul style="list-style-type: none"> <li>• Maori Health Unit</li> </ul>	
<ul style="list-style-type: none"> <li>• Medical Staff</li> </ul>	
<ul style="list-style-type: none"> <li>• Clinical Support Staff</li> </ul>	
<ul style="list-style-type: none"> <li>• UO and OP Students</li> </ul>	
<ul style="list-style-type: none"> <li>• Infection Prevention and Control</li> </ul>	
<ul style="list-style-type: none"> <li>• Occupational Health and Safety</li> </ul>	

## PERSON SPECIFICATION

The expertise required for a person to be fully competent in the role. Position specific competencies:

	ESSENTIAL	DESIRABLE
<b>Education and Qualifications (or equivalent level of learning)</b>	<ul style="list-style-type: none"> <li>• Be a registered healthcare professional within the NZ context.</li> <li>• Hold a current annual practising certificate (i.e. Nursing/Midwifery Council of New Zealand or other professional healthcare registration).</li> <li>• Hold a relevant Post graduate certificate.</li> <li>• Recognised teaching, mentoring and coaching skills.</li> <li>• Have in-depth knowledge and understanding of NCNZ/MCNZ competencies.</li> <li>• Hold a current professional Portfolio (i.e. PDRP/QLP) or equivalent, appropriate to the role.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold or be working towards a relevant post-graduate qualification.</li> <li>• Hold a medical education qualification or diploma that involved a simulation-based education component.</li> <li>• Hold or be willing to undertake a certificate of completion of a simulation instructor course.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience and credibility with the health care team as a professional resource in speciality/practice area.</li> <li>• Networking effectively in area of specialty/ practice - locally, regionally and nationally..</li> <li>• Minimum of 3 years working either within a relevant clinical area or relevant clinical role.</li> <li>• Demonstrated ability to contribute to the professional development of the interdisciplinary team involved in health care provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience within an education role.</li> <li>• Experience in delivery of simulation-based education.</li> <li>• Have background knowledge and have been involved with multimodal simulation delivery in a clinical environment</li> <li>• Experience in senior practice positions within a relevant specialty is desirable.</li> <li>• A wide range of clinical experience including and not limited to emergency and critical care.</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Current issues for the health workforce and health in NZ and international context.</li> <li>• Current issues in the health workforce in education.</li> <li>• Current health workforce professional standards and codes.</li> <li>• Southern DHB vision, goals and objectives.</li> <li>• Principles of the Treaty of Waitangi and bicultural and multiculturalism.</li> <li>• Advanced communication skills, written, verbal and presentation.</li> <li>• Ability to contribute positively, have vision and flexibility to contribute to and accommodate change.</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of simulation-related IT and practical technical knowledge</li> <li>• Develop, deliver and evaluate simulation-based education programmes.</li> <li>• Demonstrates ability to develop professional standards and quality initiatives.</li> <li>• Knowledge and understanding of undergraduate nursing/midwifery/medical curricula.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be a professional leader and role model, with proven ability to inspire, motivate and develop others.</li> <li>• Be champions for, and promote the professional and non-professional health workforce</li> <li>• Have excellent administrative, computer, organisational and time management skills.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Show kindness offering assistance, support, encouragement and motivation to others whenever possible.</li> <li>• Strive to empower others through education to support workforce and practice development.</li> <li>• A reasonable level of fitness is required to cope with the demanding physical requirements of the job. The following denote the key physical requirements for the position: standing, walking, bending, sitting, stairs, simple grasping, fine manipulation, operating machinery / equipment, lifting, overhead reaching, carrying, pushing / pulling, twisting, climbing / balancing, crouching / squatting, manual handling of people, other reaching, and ability to participate in personal restraint if required.</li> </ul>	

**KEY RESULT AREAS:**

<b>Key Accountabilities:</b>	<b>Example of successful delivery of duties and responsibilities</b>
<b>Promotes excellence in healthcare workforce practice within an interdisciplinary environment.</b>	
<ul style="list-style-type: none"> <li>• Uses a theoretical framework and personal philosophy of professional healthcare workforce systems as a basis for healthcare practice and its advancement.</li> <li>• Identifies and introduces advancements in simulation knowledge, relevant trends and changes in best practice for interdisciplinary health workforce teams.</li> <li>• Models expert healthcare skills and applies critical reasoning to simulation and educational practice issues and decisions.</li> <li>• In partnership with facilitators of simulation, identifies relevant trends and changes in the scope and nature of simulation practice and evaluate for local applicability.</li> <li>• Uses critical incidents as an opportunity for team development.</li> <li>• Collaborates with facilitators of simulation, educators and multidisciplinary teams and supports changes to practice when indicated.</li> <li>• Promotes and provides a strong health workforce simulation education focus based on adult learning principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Informed by SDHB initiatives, national specialty K&amp;S (Knowledge and Skills) frameworks.</li> <li>• Education framed within nursing/midwifery/healthcare and/or national health standards eg NZ Health Strategy, HQSC targets.</li> </ul>
<b>Shows effective health workforce leadership and consultancy with an educational focus.</b>	
<ul style="list-style-type: none"> <li>• Provide leadership and strategic direction for the coordination and development of simulated education.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with staff and/or external parties to develop simulation-based education events, selecting the appropriate simulation delivery mode, content,</li> </ul>

<ul style="list-style-type: none"> <li>• Demonstrate advanced facilitation skills by controlling immersive scenarios and debriefing participants, presenting lectures and workshops, and delivering training in technical and human factor skills.</li> <li>• Establish links with relevant stakeholders (subject matter experts) across the spectrum of services both internal and external to provide high level communication, liaison and consultation to effect outcomes which align with simulation education learning objectives.</li> <li>• Develop, maintain and improve administrative and educational systems and processes to ensure an efficient and high-quality service is delivered and meets reporting requirements.</li> <li>• Contribute to the professional development of simulation facilitators and other staff by acting as a mentor and delivering facilitation training</li> <li>• Manage and maintain the resources required to deliver simulation-based education events at SDHB including rooms, simulation equipment, associated medical equipment, scenario props, communication technologies and documentation.</li> <li>• Demonstrate highly developed interpersonal and communication skills, leadership and professionalism.</li> <li>• Work collaboratively and respectfully with team members, participants and primary stakeholders to meet pre-determined outcomes for the program and influence future directions.</li> <li>• Acts as a resource person and supports staff to achieve education requirements utilising simulation modalities.</li> <li>• Supports a culture of evaluation and the ongoing quality improvement of health workforce practice.</li> <li>• Contributes to system change to improve health outcomes through evidence-based practice.</li> <li>• Contributes to meetings in a collaborative, active way.</li> <li>• Implements and maintains appropriate core Competencies – as relevant to simulation, e.g. IV Certification and CPR, etc.</li> </ul>	<p>and documentation to achieve required learning objectives.</p> <ul style="list-style-type: none"> <li>• Leads, facilitates and supports research, quality improvement and similar projects related to simulation education, training and workforce development to support best practice, clinical governance and maintenance of professional standards and the provision of safe, effective, patient and family focused care.</li> <li>• Plan, develop, implement and evaluate simulation based education programs using contemporary education strategies to achieve required learning objectives.</li> <li>• Provide advice, direction and training to simulation team and wider healthcare educators on the range of simulation modalities, equipment and audio-visual systems available to best meet learning and training objectives.</li> <li>• Evidence of attendance and engagement in appropriate simulation-based meetings</li> <li>• Use of professional development plans to shape education.</li> <li>• Attend appropriate compulsory education.</li> <li>• Accurate and current education/training database maintained.</li> <li>• Create, updates and monitors databases facilitating health workforce teams to audit their simulation practice.</li> </ul>
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**Promote the enhancement of clinical practice and the development of knowledge and skills for healthcare teams**

<ul style="list-style-type: none"> <li>• Develop, maintain and improve administrative and educational systems and processes to ensure an efficient and high quality service is delivered and meets reporting requirements.</li> <li>• Communicates and collaborates with the Otago Simulation Interest Group, Otago Simulation committee, OCSL Clinical Director, OCSL Coordinator and PDU Manager to identify education needs and practice requirements.</li> <li>• Assists in the development, implementation and circulation of an annual strategic service plan.</li> <li>• Provides evaluation and reports of training and in-service programmes to line manager on a regular basis.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Able to determine and respond to needs of different groups within the workforce eg NETP, new staff, IQN/Ms etc.</li> <li>• Annual education plan prepared and submitted in timely manner.</li> <li>• Use of standardised evaluation to demonstrate outcomes.</li> <li>• Certified preceptor.</li> </ul>
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<b>Promotes and utilises research and evidence-based practice</b>	
<ul style="list-style-type: none"> <li>Facilitates and/or conducts research with an simulation education focus, and assists in the application of research findings.</li> <li>Works in partnership to develop and maintain evidence-based inquiry and simulation education resources.</li> <li>Utilises research inquiry to advance healthcare workforce best practice across the site, and contribute to evidence-based policy and its evaluation through the quality and audit process.</li> </ul>	<ul style="list-style-type: none"> <li>Use of contemporary sources of information and evidence.</li> <li>Alignment of simulation education and resources across district and/or SI region where applicable.</li> </ul>
<b>Maintains own professional development</b>	
<ul style="list-style-type: none"> <li>Maintains own clinical competence and develops own portfolio demonstrating a commitment to self-development.</li> <li>Networks nationally and internationally and keeps up to date on trends and developments within education.</li> <li>In consultation with the Line Manager identifies educational programmes and conferences relevant to the role.</li> </ul>	<ul style="list-style-type: none"> <li>Annual PDR with development objectives identified.</li> <li>Use of electronic / online resources for education and development.</li> <li>Presents papers at conferences and seminars and presents papers for publishing as required.</li> </ul>
<b>Other Duties</b>	
<p>Undertaking duties from time to time that may be in addition to those outlined above but which fall within your capabilities and experience.</p> <p>Act as a role model for the Southern DHB Organisational Values.</p>	<ul style="list-style-type: none"> <li>You respond positively to requests for assistance in own and other areas, demonstrating adaptability and willingness.</li> <li>You produce work that complies with Southern DHB processes and reflects best practice.</li> <li>Research undertaken is robust and well considered.</li> <li>Live and support the DHB values in everything you do.</li> </ul>
<b>Professional Development – self</b>	
Identifying areas for personal and professional development.	<ul style="list-style-type: none"> <li>Training and development goals are identified/agreed with your manager.</li> <li>Performance objectives reviewed annually with your manager.</li> <li>You actively seek feedback and accept constructive criticism.</li> </ul>
<b>Health, Safety and Wellbeing</b>	
Taking all practicable steps to ensure personal safety and the safety of others while at work, in accordance with the Southern DHB's and University of Otago Health, Safety and Wellbeing policies, procedures and systems.	<ul style="list-style-type: none"> <li>You understand and consistently meet your obligations under Southern DHB's and University of Otago Health and Safety policy/procedures.</li> <li>You actively encourage and challenge your peers to work in a safe manner.</li> <li>Effort is made to always strive for best practice in Health and Safety.</li> </ul>

Treaty of Waitangi	
<p>Giving effect to the principles of the Treaty of Waitangi – Partnership, Participation and Protection through your interaction with others on a day-to-day basis.</p>	<ul style="list-style-type: none"> <li>• <b>Partnership</b> – You interact in good faith and in the nature of a partnership. There is a sense of shared enterprise and mutual benefit where each partner takes account of the needs and interests of the other.</li> <li>• <b>Participation</b> – You work in partnership with our treaty partners to enable our organisation to prosper. You are mindful of the varying socio-economic conditions that face our people and work hard to remove barriers of access to health and education.</li> <li>• <b>Protection</b> – You work proactively to protect the rights and interests of Māori, including the need to proactively build the capacity and capability of Māori.</li> </ul>

Note: the above example measures are provided as a guide only. The precise performance measures for this position will require further discussion between the job holder and manager.

### CHANGES TO POSITION DESCRIPTION

From time to time it may be necessary to consider changes to the position description in response to the changing nature of our work environment – including technological requirements or statutory changes. This position description may be reviewed as part of the preparation for your annual performance and development review.

Acknowledged / Accepted:

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Employee

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Date

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Manager

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Date