

## **JOB DESCRIPTION**

<b>Job Title:</b>	Clinical Teaching Fellow (Mental Health)
<b>Grade:</b>	CT3+ / ST3+
<b>Grade Code:</b>	MT03 and above
<b>Responsible to:</b>	Clinical Sub Dean, Mental Health/Educational Supervisor
<b>Reports to:</b>	Clinical Sub Dean, Mental Health/Educational Supervisor
<b>Base:</b>	Springfield University Hospital but will be expected to undertake duties at St Georges University of London, and other Trust sites as required.

### **1. Brief outline of post**

The South West London & St George's Mental Health NHS Trust is the main provider of mental health teaching to St George's Hospital University of London. This post has been established to enhance the clinical teaching of medical students at the medical school.

At least 60% of the post holder's time will be spent on teaching activities and the remainder on clinical work.

### **2. The Trust**

South West London and St Georges Mental Health Trust is the lead NHS provider of the full range of mental health services in South West London. The Trust serves a local population of over 1 million people across the Boroughs of Kingston, Merton, Richmond, Sutton and Wandsworth.

The Trust provides comprehensive mental health services for the local population including those with learning disabilities, children and adolescents, adults of working age and older people. In addition, we provide regional and national services, such as Eating Disorders, Personality Disorders, Forensics and Deaf services.

The Trust has 150 clinical teams working from service locations at 40 sites across the 5 boroughs. We have inpatient beds on two sites at Springfield Hospital and Tolworth Hospital, which are in the process of being rebuilt with the most modern patient facilities, but 80% of the work is provided within the Community. There is a liaison service provided for St Georges, St Helier and Kingston Hospitals.

### **3. St George's University of London**

#### **Organisation**

St. George's, University of London, is the only remaining independently governed medical school in the country. A College of the University of London, we have been providing medical and healthcare training for over 250 years.

Our mission is "to promote by excellence in teaching, clinical practice and research, the prevention, treatment and understanding of disease."

5,500 students study at St George's, divided between two faculties, Medicine & Biomedical Sciences, and Health & Social Care Sciences (a joint venture with Kingston University). Our courses range from medicine, biomedical sciences, nursing, midwifery, physiotherapy, to therapeutic and diagnostic radiography as well as post graduate courses.

St George's prides itself on providing the highest standard of learning through the latest in teaching and learning resources, exceptional research, innovative course development, enterprise and innovation, and strategic partnerships.

St George's success has been aided by our strategic partnerships with other institutions. Our life-long partnership with St George's Hospital has created a unique learning and research environment. Our joint Faculty of Health and Social Care Sciences, and our Foundation Year Medicine programme with Kingston University, have significantly broadened access to medical and healthcare education for students previously excluded from the higher education experience. In 2001, St George's established an Enterprise and Innovation Centre to encourage the transfer of knowledge and skills to business and the wider community.

St George's was the first to introduce a 4 year MBBS Graduate Entry Programme (GEP) open to graduates from all disciplines. Our medical programmes offer a wide range of study options including a franchised course delivered by the University of Nicosia in Cyprus. As the UK's first medical school to offer an international medical programme through our INTO St George's venture, our academic staff deliver training that ensures our high calibre medical graduates are equipped to practise globally.

In research, we are equally as innovative and driven by high standards of excellence to advance healthcare.

#### **4. Teaching**

There are currently over 850 students registered on the MB BS (Bachelor of Medicine, Bachelor of Surgery) course leading to qualification in medicine, and 40-50 students on intercalated BSc courses. Other courses include a 3-4 year BSc Biomedical Sciences (25 annual entry).

The School has a policy of encouraging interaction between students of different disciplines including since 1998, a Common Foundation Programme for all Medical, Physiotherapy, Radiography and some Nursing students

There are two MB BS programmes: a five-year course in which students are predominantly school-leavers and a four-year GEP. The curriculum, which started in 2007 aims to develop closer integration between undergraduate (5-year stream) and graduate (4-year stream) entry. The two streams follow separate pathways for the first 2 and 1 years respectively (the *Clinical Science* years). For the 5 year stream the first semester consists of an Interprofessional Foundation Programme, followed by three semesters covering the six modules of the course (Life Structure, Life Control, Life Maintenance, Life Cycle, Life Support, and Life Protection). The structure is built around Case Based Learning, incorporating lectures, clinical skills sessions, small group sessions, etc. The 4 year stream follow a Problem Based Learning curriculum for their *Clinical Science* year and half of the following Transitional (T) year; this again

covers the six modules. The 5 year stream also follow a PBL programme for the T year (in separate groups from the 4 year stream).

The subsequent *Clinical Practice* years (which includes the non-PBL part of T year) are fully integrated between the two streams. The T year component consists of medical, surgical, GP and Geriatric attachments. In the penultimate (P) year there are attachments in Paediatrics, Obstetrics and Gynaecology, Psychiatry, Medicine (including a Cardiology attachment), Surgery and a variety of specialties (neurology, neurosurgery, rehabilitation, palliative care, ENT, ophthalmology, dermatology, orthopaedics, rheumatology). The final year includes the following attachments: Assistant House Officer in Medicine and Surgery, Emergency Care (A&E, Anaesthetics and ITU), GP, Public Health, and an interprofessional learning attachment in addition to an elective.

## **5. Duties of the post**

### **Teaching Responsibilities**

The successful candidate will play an important role in the development and delivery of clinical teaching to medical students on the St George's University of London MB BS programmes.

The post holder will contribute to teaching students across a range of mental health specialties. This will include contributing to:

- Psychiatry clinical attachment
- Life Control (mind module)
- Common Foundation Programme
- Ageing, Impairment and Disability
- Communication Skills
- Community Disability (Cycle II, Phase II)

Most of the lecture programme for undergraduate medical students is provided by experienced Consultant Psychiatrists who have been teaching in this programme for some years. The role of the CTF in the lecture programme will be to coordinate the programme, and to provide a small number of lectures.

In addition to contributions in their own subject area, the post holder will have the opportunity to contribute to education more generally through offering special study components, through service as tutors to junior problem-based learning sets or as course organisers or examiners or in the selection of future students.

Quality of teaching is a high priority, and appropriate training courses are provided for the post holder.

### **General Teaching Duties**

The post-holder will be expected to assist in formulating and implementing learning objectives for the MB BS programme.

The School's teaching programme is constantly developing and the post holder will be expected to contribute to other teaching within the School as the need arises. The

post-holder will also contribute to the development and organisation of clinical examinations. This will include experience in the writing of Extended Matching Items (EMIs), OSCE stations and other progressive methods of assessment. The post holder is expected to examine OSCE final stations. The post holder will be expected to take on a case based learning (CBL) tutorial group as well as give clinical problem based learning (CPBL) tutorials. The post holder is expected to train Higher Specialist Trainees in CPBL delivery.

The post holder will be expected to give lectures to students, especially to the life control (mind module) and during the clinical attachment. The post holder will be encouraged to get involved in the delivery of SSC teaching.

There is an expectation that the post holder enrolls on the Postgraduate Certificate in JHealthcare and Medical Education.

There are opportunities for the post holder to get involved in educational research and audit.

### **Clinical**

The post holder will have a part-time clinical role in the mental health trust, commensurate with training and experience. In-patient and out-patient activities will be organised to take into consideration the sub-specialty interests of the post holder. The post holder will be expected to take part in post graduate educational activities within the Trust, including the academic programme. Clinical research will be encouraged, and if appropriate may take the place of clinical work subject to negotiation.

### **On call**

The appointee may have the opportunity to participate in a higher trainee on call rota (currently full shift 1:11 TBC) as second on call, by negotiation. This tier of the rota is supported by a Consultant Psychiatrist.

### **Timetable**

The provisional timetable for the post is as follows:

<b>Weekday</b>	<b>AM</b>	<b>PM</b>
<b>Monday</b>	Contact teaching	Contact teaching
<b>Tuesday</b>	Contact teaching	Consultant supervision 1 hour Contact teaching
<b>Wednesday</b>	Contact teaching	Contact teaching Teaching organisation
<b>Thursday</b>	Clinical/research	Academic programme
<b>Friday</b>	Clinical/research	Clinical/research

The timetable may be varied to meet the needs of the specific clinical service the post-holder is attached to and specific teaching commitments.

## PERSON SPECIFICATION

### Clinical Teaching Fellow

Criteria	Essential	Desirable	Assessed by
<b>Qualifications and Registration</b>	<p>Recognised Medical Degree</p> <p>MRCPsych or equivalent</p> <p>Full GMC registration with a Licence to Practice</p>		A
<b>Experience /Training</b>	<p>Completion of [2 years] Foundation Training programme or equivalent</p> <p>Minimum 2 years' experience post Foundation Training</p>	Experience of Educational post graduate activities	A / I / A
<b>Teaching</b>	<p>Ability to teach in various modalities. Understanding of principles of teaching and learning</p>	<p>Ability to develop and use complex multimedia materials for presentation in public, professional and academic settings.</p> <p>Specific teaching qualification/ Certificate of attendance on a recognised teaching course.</p>	A / I / A
<b>Communication skills</b>	<p>Excellent communication and team working skills.</p>		A / I / A

A = Application

I = Interview

A = Assessment