

# Appendix 18.

Expert Patient  
Programme  
Toolkit

# Appendix 18. Job Description and Person Specification for Lived Experience Educator Role

## Job Description

Job Details	
<b>Post Title:</b>	Lived Experience Educator (Undergraduate Medical students)
<b>Grade:</b>	Subject to AfC grading
<b>Hours:</b>	37.5 Hours per week
<b>Reports to:</b>	Clinical teacher – Lived Experience/Expert Patient Lead (Band 7)
<b>Accountable to:</b>	Clinical teaching fellows   Head of Learning & Development - Training
<b>Base:</b>	Split across Education Units at the Radbourne Unit and Hartington Unit
<b>Liaises with:</b>	<ul style="list-style-type: none"> <li>• Lived Experience Development Workers</li> <li>• Teaching/educational staff</li> <li>• University staff</li> <li>• Experts by Experience</li> <li>• Managers and Colleagues within the Mental Health Trust; Voluntary and Independent Organisations.</li> <li>• Medical student undergraduate and post graduate administration</li> <li>• Trust Library &amp; Information Manager</li> </ul>

## Job Summary

The main purpose of the role is to:

- Contribute to the development and delivery of the 'Lived Experience' learning across the undergraduate medical student training programme in Derbyshire
- Lead, coordinate and support the development and delivery of the Expert Patient programme in Chesterfield
- Work with educational/training leads to further develop the experiential learning training programme involving service receivers
- Collaborate with service receivers and carers, education staff, Service Managers, to facilitate medical training
- Recruit service receivers onto the teaching programme
- Provide support to service receivers involved in the teaching programme, eg Expert Patient's. Refer to care teams any concerns or issues relating to the EP's wellbeing
- Coordinate and provide support to medical staff to deliver Lived Experience teaching sessions to medical students on placement in psychiatry
- Participate in the review and development of Trust-wide policies that relate to patient/service receiver /volunteer engagement and Expert Patient involvement within the Trust
- Contribute to the preparation of student timetables, with the specific objective of standardising the learning experience of all medical students whilst on placement
- Develop and deliver use of multi-media in teaching including video feedback
- Provide supervision and mentorship to the medical students

## Job Summary

- Contribute to the development, delivery and evaluation of training programmes delivered within the Trust, including the Trust Induction programme, Customer Care training
- Collect and evaluate feedback from students, staff, Expert Patients, service receivers and carers and report this back to the Teaching Team.
- Provide written feedback reports on EP teaching to medical staff involved in teaching
- Contribute to data collection and analysis for audit and research and improving quality of teaching as a part of academic governance
- Facilitate and provide teaching to the medical students with simulated patients
- Participate in induction, assessment and training of medical students from the Universities of Sheffield and Nottingham
- Represent the Clinical Teaching Teams at appropriate Trust and University meetings

Medical students from the University of Sheffield and the University of Nottingham are on placement in the Trust at any one time. The post holder will facilitate the input of service receivers and carers as Expert Patients in medical education both in local undergraduate education teams, and in developing the curriculum.

The post holder will foster a learning culture and promote social inclusion, enabling independence, and enhancing the autonomy for the service receivers who contribute to the teaching programmes. The post holder will be proactive in initiating and sustaining a respectful and consistent relationship with Expert Patients/Expert by Experience, carers and other professionals in advancing the cause of delivering high quality medical education.

The post holder is personally accountable for their own practice and has a responsibility to service users, colleagues, employers and self and to follow Trust policy and guidelines to maintain their safety.

The post holder would provide input to the teaching modules and would work with the ADME and clinical teaching fellows to improve the evaluation and feedback provided to medical staff and medical students.

## 1. CLINICAL AND PROFESSIONAL ISSUES

- 1.1 The post-holder will have a high clinical academic profile that involves working closely with various clinical teaching professionals.
- 1.2 The post holder will not have any direct clinical commitments, however, they will be expected to maintain the safety and wellbeing of the Expert Patients attending the departments for teaching, and contact care teams when concerns about them are identified
- 1.3 The post-holder is expected to have a basic overview of clinical services and relevant Trust policy as they may be required to communicate any issues of concern relating to an Expert By Experience to the appropriate clinical team.
- 1.4 The post holder will provide a professional role model, working as a member of the multi-disciplinary education team.
- 1.5 Demonstrate autonomy, actively managing own workload, effectively and efficiently prioritising competing demands
- 1.6 Use effective interpersonal skills that relate to service receivers, carers and team members on an equal and respectful basis.
- 1.7 Develop and maintain links with others professionals within the Trust and participate in the development of professional structures, attending appropriate staff meetings
- 1.8 Proactively explore opportunities developing reflective practice within the education structure, including teaching staff and medical students
- 1.9 The post holder will be aware of and work within all legislative requirements relevant to professional practice (Codes of Conduct/ Practice, Human Rights Act, Disability Discrimination Act etc), and ensure that Child and Adult Safeguarding procedures are followed.
- 1.10 The post holder will be aware of professional codes of practice governing students and will report any concerns about these to the Clinical Teacher, relevant Clinical Teaching Fellow or ADME.
- 1.11 Exercise professional accountability and responsibility, taking into account the actions of other professionals who are responsible/accountable to you.

## 2. LEADERSHIP

- 2.1 Actively support the Trust's development of professional roles and guidelines.
- 2.2 Support a service-wide commitment to anti-oppressive practice. Nurture a culture of respect for others, and an environment that values and is pro-actively respectful of ethnicity, gender, sexual orientation, culture and individuality for service users and staff. Strive to develop and maintain personal competencies with respect to culture and gender, and to promote the same through and within clinical practice, supervision, consultation and training, and in all professional relationships and contacts.
- 2.3 Promote a culture of mutual respect and collaboration between different professional disciplines to encourage inter-professional learning
- 2.4 Ensure trust policies, procedures, and legislative directives are adhered to e.g. Equal Opportunities, Human Rights Act, Disability Discrimination Act, Race Relations, and Sex Discrimination etc.
- 2.5 Promote the role of academic and experiential (EP) teaching within the multi-professional strategy.
- 2.6 Develop strategic thinking skills, promoting and leading the lived/patient experience within an academic perspectives for the multi-professional team.
- 2.7 The post holder will ensure they and those accountable to them, function within the parameters of their professional role, extending and expanding these where appropriate, to be respectful to the needs of service users and their families.
- 2.8 The post holder will contribute to the ongoing development of the teaching teams, including the recruitment and selection of new employees

## 3. ACADEMIC GOVERNANCE / QUALITY ASSURANCE

- 3.1 Facilitate the development of evidence based standards of teaching that include service receivers, carers and team members.
- 3.2 Identify, lead and participate in developing audit and research activity.
- 3.3 Participate in investigation and reporting of critical incidents involving clinical teaching as required; promoting a 'learning the lessons culture'.

## 4. EDUCATION AND DEVELOPMENT

- 4.1 Educated to degree level and have, or is willing to undertake, Post Graduate certificate of clinical education
- 4.2 Demonstrate the ability to monitor personal practice and development ensuring that all CPD requirements are maintained, with particular emphasis on academic teaching skills in psychiatry.
- 4.2.1 Ensure personal development promotes good practice, prevents poor practice, and intervenes in unacceptable practice.
- 4.2.2 Contribute to the development of a learning environment/ culture.
- 4.2.3 Attend relevant statutory training as identified by the Trust.
- 4.2.4 The post-holder will be expected to contribute to or support the research profile of the service.

## 5. OTHER ISSUES

- 5.1 This job description will be reviewed annually with the post holder according to the needs and development of the service; alterations will only be made after consultation and agreement.
- 5.2 The post holder may be asked to undertake duties not directly highlighted within this job description. This will only be done when the skills and experience of the post holder meets the requirements of the role.
- 5.3 All employees must fulfil their responsibilities with respect to the Trust's Health & Safety Policy as outlined in paragraph 4.7 of the Trust's Policy

## 6. SPECIALITY SPECIFIC REQUIREMENTS

- 6.1 The post holder will require experience and knowledge of mental health specialties.
- 6.2 The post holder will have experience and knowledge in developing and delivering mental health clinical teaching programmes
- 6.3 The post-holder will be expected to work flexibly in response to the needs of the teaching timetables.
- 6.4 The post holder must have specialist skills and knowledge in working safely and effectively in areas where they may be subjected to unpredictable hostility, adverse environmental conditions and other risk factors.
- 6.5 The post holder must be interested in and committed to medical education

## 7. DEMANDING NATURE OF THE JOB

- 7.1 Developing & maintaining links with other agencies
- 7.2 The post holder is expected to work with service receivers in a variety of settings and will need to be aware of potential hazards.
- 7.3 The post holder will be working with service receivers who have a severe mental illness and this can be challenging and demanding. They will therefore have to adopt appropriate support strategies and liaise with their care teams
- 7.4 The post holder is responsible for ensuring that they utilise local support systems as necessary e.g. manual handling, management of violence and aggression, lone worker policy etc.
- 7.5 Provide support to the medical students:
  - Medical students can experience anxiety and distress during their placement as the subject can relate to their own personal issues
  - Medical students can become anxious during times of exams.
  - Medical students may have pre-existing experiences or expectations of mental health services so may need encouragement and support to be able to get the most out of their psychiatric placement.

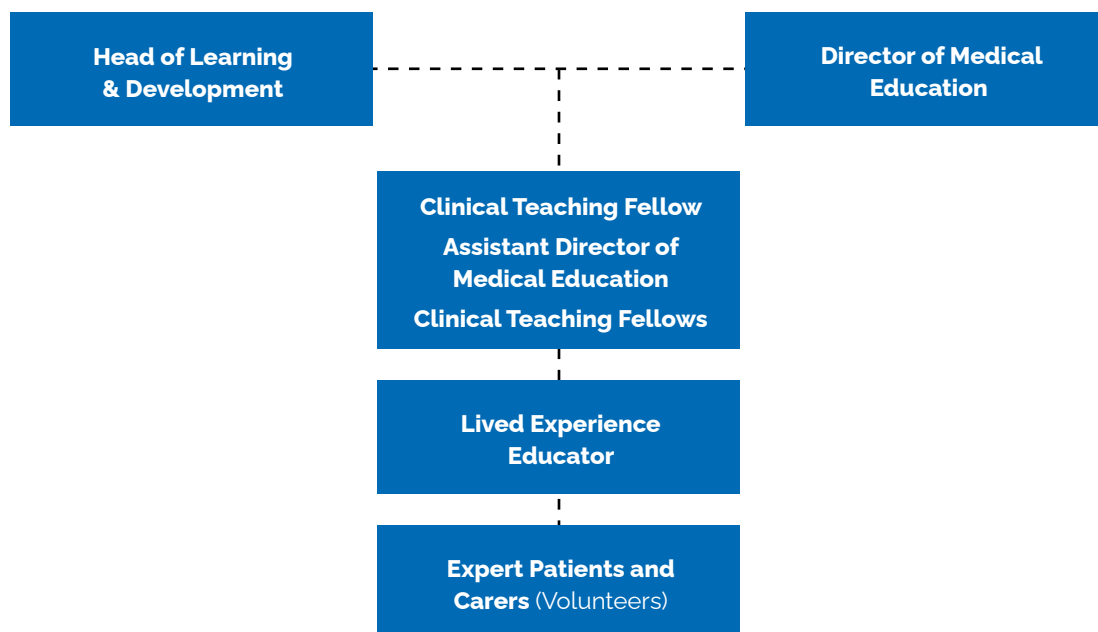
### To be noted: -

This is not an exhaustive list of duties and responsibilities and the post-holder may be required to undertake other duties that fall within the grade of the job – in discussion with their manager and professional lead or with the clinical teaching fellows.

This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post-holder.

The post-holder is expected to comply with all relevant Trust policies, procedures and guidelines, including those relating to equal opportunities, Health and Safety and Confidentiality of information.

## Organisation Chart



## 9. Job Description Agreement

Job Holder's Name:

Job Holder's Signature:

Date:

### Senior Officer/Head of Department's

Name:

Signature:

Date: