POSITION DESCRIPTION

Position details:

Title: Allied Health Professional
Specialist/Nurse Educator-
Seclusion and Restraint
Reduction

Department: Mental Health & Addiction Healthcare
Service Group

Reports to: Nurse Director MH&A HSG

Date: November 2013

Location: Mental Health Management

1 Year fixed Term

Service Descriptor:

The Mental Health and Addiction Health Service Group (MH&A HSG) is responsible for 17 services, some of which are sub regional, regional and supra regional. Services are predominantly delivered within the community, with the exception of three Acute Inpatient units across the age continuum and one Rehabilitation unit.

Purpose of Position:

The aim of the Seclusion and Restraint Reduction senior clinician position is to lead and the complete implementation of the reduction of seclusion and restraint across the MH&A HSG continuums through project management, promoting, facilitating and clinically educating.

The role will have a primary focus on leading the implementation of the National Association of State Mental Health Programme Directors (NASMHPD) 2006 6 Core Strategies:

- Strategy 1-Leadership and Organisational Change
- Strategy 2-Using data to inform practice
- Strategy 3-Workforce Development
- Strategy 4-Use of seclusion reduction tools
- Strategy 5-Consumer roles in inpatient settings
- Strategy 6-Debriefing techniques

Other Key elements of the role include (not limited to):

- Ongoing development of Sensory modulation will be part of the model of care in best practice, delivery across the mental health and addictions continuum, ensuring active participation and direct support of the workforce and teams
- Development of expertise in:
  - Trauma informed care
  - Sensory modulation and adult education
  - Sensory modulation protocols/guidelines, based on evidence;
  - Documentation solutions to support clinical practice;
  - Clinical assessment, documentation, and utilisation of sensory preferences as a tool to enhance service user experience and recovery.
  - Ensure that services have access to evidence-informed advice around appropriate resourcing required to enable and ensure best sensory modulation practice.
- Lead the MH&A HSG 6 Core Strategy Governance Group to govern the workforce to actively and effectively implement the 6 Core Strategies
- Member and participate at the Regional 6 Core Strategy Group Meeting

Approved by: Nurse Director Mental Health and Addictions Healthcare Service Group November 2013
KEY ACCOUNTABILITIES

Lead evidence-informed implementation of the 6 Core Strategies to reduce seclusion and restraint across the ADHB mental health and addictions healthcare service group

- Responsibility for leading and supporting services implementing the 6 Core Strategies to maximise health care delivery, enhance service user outcomes, and promote clinical excellence and evidenced-based practice.
- Identify data/information to be gathered for the duration of the role and for the ongoing governance of practice within the HSG.
- Prioritisation of identification of strategies to directly support key areas such as acute the inpatient workforces to embed the 6 Core Strategies philosophy in practice, and identification of strategies to directly support community clinicians to embed into their philosophy of practice also.
- Engagement with profession specific colleagues in individual and group forums regarding the 6 Core Strategies.
- Ensure information is disseminated to support service users, family/whanau, and mental health staff to utilise and generalise the 6 Core Strategies skills and knowledge, accessing community resources and funding, and reflecting a focus on effective self care management.
- With the Nurse Director have membership on the ADHB and lead the MH&A Restraint Minimization Group and advice and support integration of the 6 Core Strategies within the wider work occurring in ADHB.
- Evaluate the existing clinical systems that support the reduction and minimization of restraint and seclusion
- Accurately document and evaluate the roles outcomes.
- Role model culturally safe practice.
- Foster the provision of positive service user outcomes and person-centred care.

Interpersonal Relationships:

- Collaborates and communicates with services and the workforce, and national and international experts, to plan, co-ordinate, and evaluate the implementation of the 6 Core Strategies within the MH&A HSG.
- Promotes and participates in effective teamwork and collaborative relationships within the inter-disciplinary teams.
- Maintains and supports others to develop effective therapeutic relationships with service users and family/whanau.
- Develops and maintains effective working relationships with own professional group and contributes outside of this role to the wider the HSG and organisation.

Interprofessional Health care and Quality Improvement:

- Identifies situations of clinical risk and takes appropriate action to ensure a safe environment for service users, families/whanau and workforce.
- Contributes to evidence based practice in specialty area.
- Demonstrates commitment to quality improvements, risk management and resource utilisation.
- Provides input into clinical standards/protocols and policies and undertakes clinical audits as required.
- Evaluates the effectiveness, efficiency and safety of practice.

Approved by: Nurse Director Mental Health and Addictions Healthcare Service Group November 2013
- Participates in the implementation of trauma informed models of care appropriate to identified population needs.
- Assists in the implementation of initiatives to address differential access to healthcare services for Maori.
- Acts to identify and minimise organisational risk.
- Contributes to and participates in ADHB policy development.
- Participates in case review and debriefing activities as required.

Professional Responsibility:

- Practices within the identified registered scope of practice.
- Practices in accordance with legal, ethical, cultural safety and professional standards.
- Maintains and develops own clinical expertise and knowledge in specialty practice.
- Effectively delegates to colleagues, interns and students (as appropriate).
- Fosters inquiry and critical thinking amongst colleagues to advance occupational therapy practice and service user care.
- Participates in peer review/feedback.
- Pro-actively participates in own performance development and review.
- Attends educational opportunities relevant to role and professional scope of practice.
- Fosters the implementation of organisational, service and allied health goals and values.
- Promotes ADHB as a centre of excellence.
- Effectively demonstrates competency of the Practitioner level requirement of the Ministry of Health’s *Let’s get real* workforce development framework (2008).

Relationships:

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
<th>Committees/Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community organisations and agencies</td>
<td>Professional Leaders/Director</td>
<td>ADHB and MH&amp;A HSG</td>
</tr>
<tr>
<td>NGO’s</td>
<td>Clinical Leaders</td>
<td>Restraint Minimization Groups</td>
</tr>
<tr>
<td>Families/Friends</td>
<td>Consumer Leaders</td>
<td>DHB Regional Restraint</td>
</tr>
<tr>
<td>Cultural Services</td>
<td>Family Advisors</td>
<td>Minimization Forum</td>
</tr>
<tr>
<td>Regional DHBs</td>
<td>Cultural Advisors</td>
<td>DHB professional forums</td>
</tr>
<tr>
<td>Professional group</td>
<td>Clinical Team Leaders</td>
<td></td>
</tr>
<tr>
<td>Referrers/GP’s</td>
<td>Interdisciplinary Team</td>
<td></td>
</tr>
<tr>
<td>Universities</td>
<td>Professional Group</td>
<td></td>
</tr>
<tr>
<td>Te Pou</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Mental Health Group, MoH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Colleagues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PERSON SPECIFICATION

<table>
<thead>
<tr>
<th>Education &amp; Qualifications</th>
<th>Essential</th>
<th>Desired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered health professional</td>
<td></td>
<td>Postgraduate mental health qualification</td>
</tr>
<tr>
<td>Current APC</td>
<td></td>
<td>Previous community experience</td>
</tr>
<tr>
<td>Minimum of five years mental health experience</td>
<td></td>
<td>Relevant experience/training in therapeutic interventions</td>
</tr>
<tr>
<td>PDRP/CASP</td>
<td></td>
<td>Professional College membership</td>
</tr>
</tbody>
</table>

Approved by: Nurse Director Mental Health and Addictions Healthcare Service Group November 2013
### General & Specific Requirements
- Current demonstrable knowledge and clinical skills in mental health practice
- Good understanding of project management skills
- Drivers Licence
- Up-to-date knowledge of local health and social services
- Experience of clinical documentation recording using computer skills (such as HCC)

### ORGANISATIONAL COMPETENCIES

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Collaborates with fellow team members and other work groups to achieve effective service user outcomes. Actively contributes to and accepts consensus decisions. Seeks out opportunities to support others. Recognises and respects individual difference.</td>
</tr>
<tr>
<td>Service User Orientation</td>
<td>Develops positive working relationships with service users, identifies and seeks to meet their needs treating them respectfully and as a first priority. Able to understand and balance the needs of service users and their families/whanau.</td>
</tr>
<tr>
<td>Bicultural Approach</td>
<td>Understands the significance of the Treaty of Waitangi. Displays cultural sensitivity and a willingness to work positively with organisational strategies to improve Maori health and opportunities for Maori. Knowledge of the ADHB population and able to successfully interact with a broad range of ethnic groups in order to facilitate access to mental health services.</td>
</tr>
<tr>
<td>Communication and Interpersonal Skills</td>
<td>Actively listens, drawing out information and checking understanding. Expresses information effectively, orally and in writing, and adjusting language and style to ensure it is appropriate for the audience. Empathises with others and considers their needs and feelings. Able to engage effectively with the ADHB multi-cultural population, demonstrates effective trans-cultural communication skills.</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Pays attention to detail and initiates self-checking procedures; ensures high levels of accuracy and consistent quality. Uses procedure/guidelines recommended best practices. Monitors quality, support continuous improvement, reports errors and omissions and learns from mistakes to improve outcomes.</td>
</tr>
<tr>
<td>Self Management and Learning</td>
<td>Sets high personal standards striving to achieve performance objectives. Copes effectively with stress and is receptive to change. Understands personal and professional limitations. Constantly strives to build knowledge and skills.</td>
</tr>
<tr>
<td>Basic Computing</td>
<td>Is able to use a personal computer with standard software applications demonstrating an ability to move between and access various applications relevant to patient processes.</td>
</tr>
</tbody>
</table>