Nurse Educator – Elective Surgical Centre

Position Description

: September 2017

Job Title : Nurse Educator (0.6 fte)

Department : Elective Surgical Centre, Surgical & Ambulatory Service.

Location : North Shore

Reporting To : Charge Nurse Manager ESC operationally to meet service requirements and for the maintenance of professional standards, the development of professional practice and the development of the professional workforce

Direct Reports : Nil

Functional Relationships with

: **Internal**
  - Nursing staff as above
  - Charge Nurse Managers
  - Nurse Consultant – Nursing Development
  - Nurse Consultant PDRP
  - Nurse Educators other services
  - Clinical Nurse Specialists
  - Director of Nursing & Midwifery

: **External**
  - Medical staff from various teams
  - Quality team
  - Nurse Educators in other DHBs
  - Lecturers from Schools of Nursing

Our DHB 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.

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 Waitemata District Health Board - JOB DESCRIPTION - Nurse Educator ESC. Approved by the Director of Nursing & Midwifery 20/09/2017

Page 1 of 6
Purpose of role: Continuously improves the standard of nursing care through preparation of nurses for practice developments, updating reference resources, challenging and coaching, role modeling practice excellence and auditing learning and practice outcomes.

### KEY ACCOUNTABILITIES

<table>
<thead>
<tr>
<th>Domain One</th>
<th>Professional responsibility</th>
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<tbody>
<tr>
<td><strong>Professional responsibility</strong>&lt;br&gt;Includes accountabilities for professional, legal, ethical and culturally safe practice. This includes being able to demonstrate advanced critical thinking, judgement and accountability for own actions and decisions.</td>
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<tr>
<td>Domain Two</td>
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<tr>
<td>Domain Three</td>
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<td>Domain Four</td>
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- Meets all registered nurse PDRP competencies at minimum of RN Level 4 requirements – refer generic RN competencies
- Perceived as highly effective, progressive and knowledgeable in area of practice, according to legal, ethical, cultural safety/sensitivity and professional standards.
- Promotes a quality practice environment that supports the health professional’s ability to provide safe, effective and ethical nursing practice
- Role models expectations and reinforces systems and processes to ensure clinical standards and DHB values are evident in service delivery. Policies, procedures and guidelines are accessible for staff reference. Ensures that clinical standards are met
- Sets and clearly communicates clinical standards and behavioural expectations for all staff providing care on the ward/unit and holds nursing staff accountable for meeting these expectations. Conduct in the workplace is ethical and professional according to Nursing Practice Code
- Role models leads by example collaboration with interdisciplinary teams and engagement with specialists to support clinical reasoning and professional judgement in nursing practice issues and decisions meets the needs of patients at risk
- Undertakes or leads specific service or organisational portfolio responsibilities, optimising patient safety.
- Demonstrates willingness to participate as a member of the service senior nursing team, and implements clinical practice initiatives, systems and processes related to health directives, and as agreed by the team, to ensure consistency of best practice across the service. Participates in professional discussions in order to influence development of the profession and services
## KEY ACCOUNTABILITIES

### Domain Two  Management of nursing care
*Includes accountability related to patient/client assessment and management of advanced nursing care that is supported by evidence*

| Develops and delivers (teaching load) education programmes to prepare nurses and others to meet clinical care needs, service requirements, technological advances and clinical safety priorities across the service. | • Learning programs (on-line, self-learning, inpatient ward coaching, inservice and study days) are designed and delivered to reflect the strategic direction of the service and future practice expectations  
• Innovative, flexible learning models used to meet the needs of nurses at differing levels of practice  
• Risk is minimized because staff are prepared proactively to manage new patient care developments  
• Clinical safety priorities are addressed through targeted learning programmes  
• Undertakes clearly defined projects to meet service and Department of Nursing requirements e.g. IV certification  
• Facilitates staff learning to apply the principles of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice  
• Staff are coached in customer service requirements and patient teaching to provide patients with adequate explanation of the effects, consequences and alternatives of proposed treatment options  
• Maintains records of staff attendance at training and provides monthly reports |
|---|---|
| Prepares policies, procedures and resources | • Prepares resources to assist nurses with learning and for reference to achieve safe practice, especially with new services and new technology  
• Policies, procedures and resources developed for staff utilisation are evidence-based, contemporary and produced to the highest standard  
• Consultation occurs on policy development processes  
• Introduction of new technology is supported by well researched, benchmarked training and referenced materials  
• Facilitates resources that have multi-disciplinary team input and are used by the team. |
| Audits the effectiveness of the learning and safety of clinical implementation | • Practice issues are audited – examples available.  
• Audit reports provide evidence of compliance with training objectives and change in practice as a result of learning programmes. Reports are presented with recommendations  
• Participates in ward based audits providing resources and assistance  
• Participates in change processes arising from incident review, assisting with education and staff coaching. Contributes to continuous quality improvement to achieve care of the highest standard possible  
• Innovative ideas are offered and implemented to address identified deficits in practice |
| Works alongside nurses and role models good nursing practice to assess competence | • Demonstrates responsibility for ensuring professional practice and conduct meets the standards of the professional, ethical and relevant legislated requirements. Role models use of policies, procedures and professional standards of practice  
• Has a reputation of proficient practice. Works clinically each week alongside nurses in the service (at least 50% of the time) providing skilled nursing care, role modeling advanced assessment skills and care planning ability.  
• Coaching provided to staff, stimulating critical thinking/clinical reasoning to enable early intervention for the sickest/deteriorating patients |
Domain Three  Interpersonal relationships and enhancing the patient experience
Includes accountability for interpersonal and therapeutic communication with clients/patients and members of the health care team.

- Demonstrates clinical and professional leadership through effective teamwork and collaborative relationships.
- Demonstrates strong relationship management skills that result in professional credibility, good patient outcomes and integrated care.
- Role models advanced therapeutic communication when establishing, maintaining and concluding relationships with clients/families / whanau , coordinating interdisciplinary team care planning in partnership with the child and their family/whanau.
- Demonstrates strong relationship management skills that result in professional credibility, good client outcomes and integrated care.
- Uses highly developed communication, change management and leadership skills to create strong morale and spirit within the teams.
- Communicates to a wide range of people using reports, meetings, and forums across the continuum of care.
- Clear, formal and informal communication at all levels using a professional, diplomatic and concise approach using oral and written communication. Can get messages across that have the desired effect.
- Demonstrates a non-confrontational approach and an ability to open up communication lines so that issues can be addressed.
- Contributes to service strategic planning and supports the implementation of changes.
- Promotes a positive and supportive team culture through role modelling.
- Challenges inappropriate behaviour or practice.

Domain Four  Interprofessional healthcare and quality improvement to deliver organisational objectives
Includes accountability for evaluating the effectiveness of care and promotion of nursing perspective within the health care team.

Supports Quality Improvement initiatives

- Takes a lead on projects in quality improvement activities to monitor and improve standards of nursing practice and effectively manages change in practice and service delivery.
- Contributes to the development and update of policy and procedures. Leads and advocates for continuous improvement and quality within the team.
- Assists with incident investigations and corrective action implementation.
- Projects undertaken to address trends and gaps in practice are well scoped, researched, planned, implemented and evaluated to show continuous quality improvement. Communication is appropriate with all parties. Change is managed appropriately.
- Staff satisfaction with the process is articulated.
- Copes well in a changing environment, makes decisions without having the complete picture and has the ability to comfortably handle risk and uncertainty.
- Ensures that the Waitemata’s Health and Safety policies are understood and relevant procedures applied to own work activities.
- Raises issues with the Health & Safety rep on workplace hazards to ensure these are identified and reported.
## Position Description

**To recognise individual responsibility for workplace Health & Safety under the Health and Safety at Work Act 2015**

- Contribute to a safe and healthy workplace at WDHB by:
  - Following & complying with H&S policies & processes & applying them to their own work activities, including using/wearing Personal Protective Equipment as required.
  - Participating in activities directed at preventing harm & promoting well-being in the workplace
  - Identifying, reporting & self-managing hazards where appropriate
  - Early and accurate reporting of incidents at work and raising issues of concern when identified.

**Professional Practice development**

- Self-directed in achieving learning and development plan, including PDRP responsibilities /current portfolio. Attends educational opportunities and conferences. Has presented own portfolio for assessment that meets the accepted standard as a senior nurse
- Actively participates in professional nursing groups, maintains local, regional and national networks.
- Seeks feedback on own performance, then acts on it.
- Seeks monthly professional supervision and also engages with Head of Division Nursing to discuss how to address areas of difficulty and review quality of practice.
- Assists in the implementation of nursing practice and models of care appropriate to patient population needs

**Key Performance Indicators for this role**

- Reviewed annually as part of the Performance Development Recognition Programme (KPIs)
  - 100% new staff receive orientation
  - 100% of staff have access to learning opportunity and achieve personal development hours
  - 10 teaching sessions provided each quarter
  - 100% staff have a current portfolio
  - Nurses supported to meet PDRP requirements i.e. progression through the Levels of Practice.
  - Evidence of effective time allocation: 85% dedicated to clinical professional teaching responsibilities. 15% dedicated to resource and quality improvement activities.

**Contributes to interdisciplinary health care using professional knowledge**

- Strong relationship management skills that result in professional credibility, good patient outcomes and integrated care
- Demonstrates highly developed communication and change management leadership skills
- Communicates effectively with patients as able, and members of the health care team
- Communicates to a wide range of people using reports, meetings, and forums. Clear, formal and informal communication at all levels using a professional, diplomatic and concise approach including oral and written communication.
- A non-confrontational approach and an ability to open up communication lines so that issues can be addressed.
- Feedback shows satisfaction with the contribution to internal advisory groups and level of good relationships reported
- Feedback shows style/manner is respectful, respected and relied on
- Defusing and debriefing processes facilitated as required,
- Advises on professional nursing practice issues to enhance practice effectiveness and safe clinical outcomes. This includes portfolio assessment and representation on external advisory groups

**VERIFICATION:**

Employee: ________________________________ Date: ________________________________

Department Head: ________________________________ Date: ________________________________
PERSON SPECIFICATION – Nurse Educator

| Education and Qualifications | • Registered Nurse - RCpN, RGON, BHSC  
|                             | • Current Annual Practising Certificate as Registered Nurse in New Zealand  
|                             | • Post graduate [PG] certificate in specialty practice. Highly desirable working to achieve Masters level  
|                             | • Train the Trainer / Clinical Teaching  
| Experience                  | • Minimum of 5+ years in an acute surgical /coaching clinical role with excellent reputation for clinical expertise  
|                             | • Experience in clinical professional leadership and team teaching  
|                             | • Experience in a similar role level in a large or complex organization in a surgical /coaching area  
| Skills/Knowledge/Behaviour  | • Contemporary nursing knowledge and skill – with knowledge of evidence-based practice requirements. A positive Nursing identity  
|                             | • Demonstrated care coordination skills  
|                             | • Dynamic and creative approach to nursing care and education  
|                             | • Professional and sensitive approach when dealing with the needs of individuals and groups balanced with the needs of the service  
|                             | • Self-directed, proactive, uses initiative, confident skill in negotiation and consultation  
|                             | • High professional standards and motivates a team to achieve expectations  
|                             | • Evidence of strong commitment to quality improvement  
|                             | • Able to work with patients and families with complex needs. Skilled to address patient learning needs  
|                             | • A passion for improving surgical nursing practice and standards of care  
|                             | • Demonstrated confident collaborative approach in team practice, enhancing the capability and contribution of the team  

| Personal Attributes | 1. Personal Attributes  
|                    | • Mature, positive, proactive and enthusiastic attitude  
|                    | • Possesses a good sense of humour  
|                    | • Strong and self-reliant  
|                    | • Awareness of how Health and Safety impacts on the organisation  
|                    | • Seeks advice and guidance from colleagues and other disciplines as required  
|                    | • Self-directed and motivated  
|                    | • Innovative, takes initiative in patient focused approach to practice  
|                    | • Displays drive and energy and persists in overcoming obstacles  
|                    | • Articulate, good presentation skills  
|                    | • Committed to own professional and personal development  
|                    | • Receives and processes constructive feedback related to own performance  

|                  | 2. Teamwork  
|                  | • Sensitive and constructive to others  
|                  | • Seeks out opportunities to support others in achieving goals  
|                  | • Strong teamwork reputation, confident collaboration and Inclusive of colleagues  
|                  | • Resilience, flexible and willing to work across a range of clinical settings  
|                  | • Is able to manage conflict constructively  

|                  | 3. Self-Management  
|                  | • Recognises and respects individual differences  
|                  | • Develops positive working relationships with patients, whanau, staff and managers  
|                  | • Upholds confidentiality, behaves with integrity and discretion  
|                  | • Positive professionally mature  

|                  | 4. Communication skills  
|                  | • Demonstrated strong written and verbal communication skills  

| Leadership       |  
| People management |  
| Teamwork         |  
| Cultural safety  |  
| Self-management  |  
| Patient focused  |  
| Communication / interpersonal skills |  
| Innovation       |  
| Flexibility      |  
| Planning & monitoring |  

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### Nurse Educator – Elective Surgical Centre

**Position Description**

- Sets high standards and strives to achieve challenging goals
- Copes well under pressure, is resilient to change and understands personal limitations
- Is able to communicate effectively on the phone and via computer and face to face with a variety of people
- Is able to communicate without engendering conflict
- Excellent communicator
- Articulate, good presentation skills

#### 5. Learning
- Makes effective decisions within appropriate timeframes and levels of responsibility
- Escalates issues appropriately
- Knows where to go and when to ask for help