

Position:	Occupational Therapist / Employment and Study Support Specialist Child & Adolescent Mental Health Services Mental Health, Addictions & Intellectual Disability Service (MHAIDS) 3DHB
Responsible to:	Team Leader
Hours Worked:	Part-time (0.5 FTE)
Location(s):	Porirua

The Vision, Mission Statements and Values of each of the three DHBs are highly congruent.

Wairarapa DHB Vision:	"Well Wairarapa - Better health for all"
Hutt Valley DHB Vision:	Whanau Ora ki te Awakairangi Healthy people, healthy families and healthy communities are so interlinked that it is impossible to identify which one comes first and then leads to another.
Capital & Coast DHB Vision:	Better Health and Independence for People, Families and Communities.

Wairarapa DHB Mission:	To improve, promote, and protect the health status of the people of the Wairarapa, and the independent living of those with disabilities, by supporting and encouraging healthy choices.
Hutt Valley DHB Mission:	Working together for health and wellbeing Our mission demonstrates the Hutt Valley DHB's commitment to a cooperative way of working. This includes staff working cooperatively, working in collaboration with the people and organisations we fund, working with organisations from other sectors and working within our community.

Capital & Coast DHB Mission:	Together, Improve the Health and Independence of the People of the District.
Wairarapa DHB Values:	Respect – whakamana tangata; integrity – mana tu; self-determination – rangatiratanga; co-operation – whakawhanaungatanga; and excellence – taumatatanga.
Hutt Valley DHB Values:	‘Can do’ – leading, innovating and acting courageously; Working together with passion, energy and commitment; Trust through openness, honesty respect and integrity; Striving for excellence.
Capital & Coast DHB Values:	Innovation, Action, A focus on People and Patients, Living the Treaty, Professionalism through Leadership, Honesty, Integrity and Collaboration, Excellence through Effectiveness and Efficiency.

Context

Wairarapa DHB

Wairarapa District Health Board (DHB) is located 1.5 hours north of Wellington and Hutt Valley. It covers a large mainly rural geographic area from Cape Palliser on the south coast, to Mount Bruce in the north. Secondary hospital services are provided from the new 90 bed Wairarapa Hospital in Masterton, serving a population of around 40,000. Wairarapa DHB has a unique relationship with primary and community services to meet the needs of their population.

Hutt Valley DHB

The Hutt Valley District Health Board (DHB) is a hospital and health provider in the Hutt Valley, located 20 minutes from Wellington.

Hutt Valley DHB provides secondary and tertiary, nursing and surgical hospital services along-side community based health care. The main facility is Hutt Hospital in Lower Hutt, which has 260 beds. Hutt Valley DHB funds local health providers and works collaboratively with the community to create and support multiple health education initiatives and projects within the region.

Capital and Coast DHB

The Capital and Coast District Health Board (CCDHB) covers a region extending from Wellington to Otaki. It comprises delivery arms in primary, secondary and tertiary health. Hospital and Health Services (HHS) is primarily responsible for the hospital and health services delivered via a new Wellington Regional Hospital; a secondary and community

facility at Kenepuru; a Forensic, Rehabilitation and Intellectual Disability Hospital at Ratonga Rua-o- Porirua; and Kapiti Community Hospital.

Collectively, joint services provided across the three DHBs are referred to as 3DHB in this role description.

Service perspective:

The hospital and health services of the DHBs provide a range of services, one such group of services includes Mental Health, Addictions and Intellectual Disability (MHAID) Service. The Service has over 1400 employees and annual revenue of \$135m.

MHAIDS spans three DHBs - Wairarapa, Hutt Valley and Capital and Coast DHB's -and includes local, regional, and national services. The local MHAID services are provided from multiple sites within the 3DHB sub-region – greater Wellington, Hutt Valley and Wairarapa. Te Korowai Whariki services include regional forensic and rehabilitation services covering the Central region while the intellectual disability services extend the length and breadth of the country from six bases located in Whangarei, Auckland, Cambridge, Wellington, Christchurch, and Dunedin.

The core business of the Service is the provision of quality specialist services, integrated with primary and secondary providers in the communities we serve.

The Service is committed to the underlying principles of:

- The New Zealand Disability Strategy: Making a World of Difference – Whakanui Oranga
- Te Tahuu and the Mental Health Blueprint for Mental Health Services in New Zealand to guide and direct service design, delivery, development, and review
- Intellectual Disability High and Complex Framework
- Te Tiriti o Waitangi as the founding document of Aoteroa/New Zealand.

The Service has access to business support services including Human Resources and Finance. In addition, management and delivery of clinical services across the Service is underpinned by consultation, advice, and support from a range of cultural, consumer, and family advisors, and business, quality and organisational development personnel.

Child and Adolescent Mental Health Service

The Child Adolescent Mental Health Service (CAMHS) is a community mental health service, part of Local Mental Health Services within Capital and Coast District Health Board. The service covers the Wellington region, with three teams, one in Kapiti, Porirua and Wellington.

The CAMHS teams provide specialist mental health services for children and adolescents between the ages of birth and 19 years (inclusive) with indicators of significant mental

health problems, and consultation services for lead agencies working with children and youth with primary mental health disorders.

Purpose of the role

To deliver an effective occupational therapy service that facilitates the desired health outcomes for the consumers in conjunction with their families and carers. This service may be provided in the consumers own home, community or inpatient setting.

Key Accountabilities

The Clinical Career Pathway (CCP) describes the key accountabilities for clinical practice. The full career pathway has been included here to show progression of the pathway. If a level 3 practitioner is on the Career and Salary Progression (CASP) / Merit Steps there are additional accountabilities described on page 18 **Error! Bookmark not defined.**

In addition there are specific accountabilities for Quality & Risk, and Occupational Health & Safety listed immediately after the career pathway.

Implementation of Occupational Therapy

Provides appropriate, effective occupational therapy services for clients which facilitate and enable meaningful occupation.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Uses occupational therapy theory as a rationale for intervention • Applies knowledge and skills from theory and research methodically to the practice of occupational therapy. • Adheres to the occupational therapy process. • Utilises appropriate assessment tools and continuously expands and updates assessment information obtained from clients and other sources. • Plans intervention according to client needs based on assessment, ensuring involvement of client and family/whanau. • Provides quality intervention using a collaborative approach. • Identifies the effect of environmental factors on the client. • Uses the environment to enhance interventions. • Modifies intervention in accordance with clients changing needs and feedback. 	<ul style="list-style-type: none"> • Uses occupational therapy theory as a rationale for intervention • Applies knowledge and skills from theory and research methodically to the practice of occupational therapy. • Adheres to the occupational therapy process and facilitates the teaching/learning process. • Builds on existing knowledge of occupational therapy theory with contemporary occupational therapy knowledge. • Utilises appropriate assessment tools and continuously expands and updates assessment information obtained from clients and other sources. • Plans intervention according to client needs based on assessment, ensuring involvement of client and family/whanau. • Provides high quality treatment using a collaborative approach for individuals and groups. 	<ul style="list-style-type: none"> • Uses occupational therapy theory as a rationale for intervention. • Is able to incorporate theoretical principles from a wide range of sources into clinical practice. • Applies knowledge and skills from theory and research methodically to the practice of occupational therapy. • Displays knowledge of occupational therapy and builds on this with contemporary occupational therapy knowledge. • Utilises appropriate assessment tools and continuously expands and updates assessment information obtained from clients and other sources. • Plans treatment according to client needs based on assessment, ensuring involvement of client and family/whanau. • Develops tools and establishes groups for client skill development.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Develops effective therapeutic relationships. • Works with a full caseload in close association with a more experienced occupational therapist. • Identifies contra-indications and consequences of intervention. • Assists/enables the client/tangata whaiora to access appropriate resources. 	<ul style="list-style-type: none"> • Identifies the effect of environmental factors on the client. • Uses the environment to enhance interventions • Incorporates education into treatment programmes. • Modifies intervention in accordance with clients changing needs and feedback. • Evaluates the outcome of intervention in relation to expectations for that client. • Develops effective therapeutic relationships. • Identifies occupational therapy principles, roles and functions that contribute to health promotion. • Works with a full caseload seeking direction from more experienced occupational therapists as required. • Identifies contra-indications and consequences of intervention. • Assists/enables the client/tangata whaiora to access appropriate resources. • Assists clients to increase their self-advocacy skills 	<ul style="list-style-type: none"> • Utilises a broad range of knowledge and experience for the benefit of clients. • Adheres to the occupational therapy process and facilitates the teaching/learning process. • Provides high quality treatment using a collaborative approach for individuals and groups. • Explores and utilises innovative practice. • Identifies the effect of environmental factors on the client. • Creatively uses the environment to enhance interventions. • Incorporates education into treatment programmes. • Modifies intervention in accordance with clients changing needs and feedback. • Evaluates the outcome of treatment in relations to expectations for that client. • Demonstrates the ability to analyse the dynamics of the therapeutic relationship and effectively alter approach as necessary. • Identifies occupational therapy principles, roles and functions that contribute to health promotion. • Works with a full caseload and is able to effectively manage more complex referrals • Selects, analyses, structures, synthesises, adapts and grades activities for clients with complex needs.

Level 1	Level 2	Level 3
		<ul style="list-style-type: none"> • Identifies contra-indications and consequences of intervention. • Assists/enables the client/tangata whaiora to access appropriate resources. • Assists clients to increase their self-advocacy skills. • Identifies the appropriate end point of intervention.

Safe, Ethical, Legal Practice

Adheres to relevant ethical, legal, professional and safety requirements.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Complies with all national and local ethical and legal requirements and complies with health and safety procedures relevant to setting. • * Refer assessment guide for list of Acts and codes. • Meets the requirements of the Health Practitioners Competence Assurance Act (2003) and holds an Annual Practising Certificate. • Develops competence in necessary clinical skills and techniques, relevant to the specific area of clinical practice. • Demonstrates responsibility and accountability for own practice. • Works co-operatively and collaboratively as a team member to assist in the identification, development and achievement of team goals and quality assurance activities that meet both team and organisation standards • Promotes and maintains client privacy and dignity. • Recognises when privacy and confidentiality cannot be upheld and acts appropriately. • Attends to safety of client/tangata whaiora, self and significant others. 	<ul style="list-style-type: none"> • Complies with all national and local ethical and legal requirements and complies with health and safety procedures relevant to setting. *Refer assessment guide for list of Acts and codes. • Meets the requirements of the Health Practitioners Competence Assurance Act (2003). • Demonstrates competence in necessary clinical skills and techniques, relevant to the specific area of clinical practice. • Demonstrates knowledge of legal and ethical requirements, policies and acts related to occupational therapy and the service area. • Demonstrates responsibility and accountability for own practice. • Works co-operatively and collaboratively as a team member to assist in the identification, development and achievement of team goals and quality assurance activities that meet both team and organisation standards. • Uses ethical reasoning to make and justify decisions on ethical issues in practice. • Demonstrates awareness of the scope and limitations of occupational therapy and own knowledge and skills. • Promotes and maintains client privacy and dignity. 	<ul style="list-style-type: none"> • Meets the requirements of the Health Practitioners Competence Assurance Act (2003). • Complies with all national and local ethical and legal requirements and complies with health and safety procedures relevant to setting. • Demonstrates competence in necessary clinical skills and techniques, relevant to the specific area of clinical practice. • Demonstrates knowledge of legal and ethical requirements, policies and acts related to occupational therapy and the service area. • Demonstrates responsibility and accountability for own practice. • Works cooperatively and collaboratively as a team member to assist in the identification, development and achievement of team goals and quality assurance activities that meet both team and organisation standards. Questions and challenges existing practices using current literature to support opinions • Questions and challenges existing practices using current literature to support opinions • Uses ethical reasoning to make and justify decisions on ethical issues in practice. • Makes judgements that are demonstrably and consistently sound.

Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • Recognises when privacy and confidentiality cannot be upheld and acts appropriately. • Attends to safety of client/tangata whaiora, self and significant others. 	<ul style="list-style-type: none"> • Demonstrates awareness of the scope and limitations of occupational therapy and own knowledge and skills. • Promotes and maintains client privacy and dignity. • Recognises when privacy and confidentiality cannot be upheld and acts appropriately. • Attends to safety of client/tangata whaiora, self and significant others.

Culturally Safe Practice

Works with clients and colleagues to provide a service that is culturally safe and appropriate.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Identifies own significant cultural values, beliefs, attitudes and understand their potential impact on practice. • Recognises the multiple realities and identities people bring to the practice context (gender, ethnicity, religious belief, sexual orientation, abilities and life stage). • Identifies and safely responds to client/tangata whaiora values, beliefs, attitudes and practices. • Applies and adheres to the principles of the Treaty of Waitangi in the provision of occupational therapy services. • Seeks out resources to assist in providing appropriate intervention to clients of other cultures. • Responds appropriately in situations where cultural difference may 	<ul style="list-style-type: none"> • Identifies own significant cultural values, beliefs, attitudes and understands their potential impact on practice. • Recognises the multiple realities and identities people bring to the practice context (gender, ethnicity, religious belief, sexual orientation, abilities and life stage). • Identifies and safely responds to client/tangata whaiora values, beliefs, attitudes and practices. • Demonstrates the ability to apply the principles of the Treaty of Waitangi in the provision of occupational therapy services. • Seeks out resources to assist in providing appropriate intervention to clients of other cultures. • Demonstrates understanding of the complexity of culture. • Responds appropriately in situations where cultural difference may be an issue. 	<ul style="list-style-type: none"> • Identifies own significant cultural values, beliefs, attitudes and understands their potential impact on practice. • Recognises the multiple realities and identities people bring to the practice context (gender, ethnicity, religious belief, sexual orientation, abilities and life stage). • Identifies and safely responds to client/tangata whaiora values, beliefs, attitudes and practices. • Demonstrates the ability to apply the principles of the Treaty of Waitangi in the provision of occupational therapy services. • Seeks out resources to assist in providing appropriate intervention to clients of other cultures. • Demonstrates understanding of the complexity of culture. • Responds appropriately in situations where cultural difference may be an issue. • Identifies gaps and inadequacies in occupational therapy service in regard to culture.

Communication

Demonstrates effective communication and documentation in occupational therapy practice.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Interacts effectively with multi-disciplinary team members including the extended network of providers. • Discusses and documents Client Pathway documents in a timely manner using clear, concise, accurate language and in accordance with CCDHB standards. • Works cooperatively and competently as a team member • Asks for direction as required. • Articulates and demonstrates the role and functions of an occupational therapist in the team. • Identifies the role of other team members and utilises them appropriately. • Contributes effectively in team meetings. • Demonstrates the ability to network with other professionals and agencies to enhance professional performance. • Communicates effectively with clients to achieve therapeutic goals. • Relates to clients and their significant others, in a manner that is conducive to quality treatment • Documentation reflects professional practice including statistical records, accident & incident reports. 	<ul style="list-style-type: none"> • Interacts effectively with multi-disciplinary team members including the extended network of providers. • Discusses and documents Client Pathway documentation with colleagues in a timely manner using clear, concise and accurate language, and in accordance with CCDHB standards. • Works cooperatively and competently as a team member. • Assists in developing team objectives and policies and shares responsibility for team outcomes. • Makes decisions with confidence but liaises with colleagues for more complex issues. • Asks for direction as required and reviews practice outcomes with senior colleagues. • Articulates, negotiates and demonstrates the role and functions of an occupational therapist in the team. • Articulates own professional opinion and provides substantive rationale. • Identifies the role of other team members and utilises them appropriately. • Contributes effectively in team meetings. 	<ul style="list-style-type: none"> • Interacts effectively with multi-disciplinary team members including the extended network of providers. • Discusses and documents Client Pathway documentation with colleagues in a timely manner using clear, concise and accurate language, and in accordance with CCDHB standards. • Works cooperatively and competently as a team member. • Works with colleagues in a supportive collegial role. • Actively participates in developing team objectives and policies and shares responsibility for team outcomes. • Makes sound decisions confidently giving rationale for these. • Articulates, negotiates and demonstrates the role and functions of an occupational therapist in the team. • Articulates own professional opinion and provides substantive rationales. • Identifies the role of other team members and utilises them appropriately. • Contributes effectively in team meetings.

Level 1	Level 2	Level 3
	<ul style="list-style-type: none"> • Promotes team functioning by making a positive contribution to the team and by supporting team members. • Demonstrates the ability to network with other professionals and agencies to enhance professional performance. • Communicates effectively with clients to achieve therapeutic goals. • Relates to clients and their significant others, in a manner that is conducive to quality treatment. • Documentation is reflective of professional practice including statistical records, accident & incident reports. • Demonstrates a range of communication skills and techniques in specific occupational therapy situations. 	<ul style="list-style-type: none"> • Promotes team functioning by making a positive contribution to the team and by supporting team members. • Demonstrates the ability to network with other professionals and agencies to enhance professional performance. • Communicates effectively with clients to achieve therapeutic goals. • Relates to clients and their significant others, in a manner that is conducive to quality treatment. • Acts as a role model for effective communication. • Documentation is reflective of professional practice including statistical records, accident & incident reports. • Demonstrates a range of communication skills and techniques in specific occupational therapy situations. • Exchanges written and oral information, knowledge and ideas to maintain effective working relationships throughout clinical practice.

Management of Self and People

Manages performance and monitors personal resources to ensure performance is professional, collaborative and supportive of the service, team goals and colleagues.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Participates in weekly supervision in a manner that develops practice and in accordance with CCDHB policy. • Works within recognised roles, functions and parameters of occupational therapy. • Provides appropriate support and guidance to staff and allocates tasks where authority has been delegated. • Recognises when boundaries between personal and professional roles are compromising therapeutic outcomes and responds appropriately. • Recognises and manages relevant personal health needs to optimise professional functioning. • Demonstrates effective time management 	<ul style="list-style-type: none"> • Participates in regular effective supervision in a manner that develops practice and in accordance with CCDHB policy. • Assesses the effectiveness of supervision, support and guidance and seeks changes as required. • Works within recognised roles, functions and parameters of occupational therapy. • Provides appropriate support and guidance to staff and allocates tasks where authority has been delegated. • Demonstrates the development of self-management skills and reflection on practice. • Recognises when boundaries between personal and professional roles are compromising therapeutic outcomes and responds appropriately. • Describes own behaviour and the perceived effects this has on others. • Recognises and manages relevant personal health needs to optimise professional functioning. • Establishes informal support networks. • Demonstrates effective time management. 	<ul style="list-style-type: none"> • Participates in regular and effective supervision in a manner that develops practice and in accordance with CCDHB policy. • Assesses the effectiveness of supervision, support and guidance and seeks changes as required. • Works within recognised roles, functions and parameters of occupational therapy. • Expands and develops own role and functions within the team. • Demonstrates the development of self-management skills and reflection on practice. • Recognises when boundaries between personal and professional roles are compromising therapeutic outcomes and responds appropriately. • Describes own behaviour and the perceived effects this has on the group's or team's functioning. • Recognises and manages relevant personal health needs to optimise professional functioning. • Establishes informal support networks. • Demonstrates effective time management.

Level 1	Level 2	Level 3
		<ul style="list-style-type: none"> • Acts as a resource for occupational therapists and other team members. • Provides appropriate support and guidance to staff and allocates tasks where authority has been delegated. • Undertakes clinical supervision of occupational therapy staff. • Contributes to the development of staff throughout the service by presenting educational material at in-service education. • Acts as a role model and facilitates on-going professional development for occupational therapy staff. • Implements new clinical practices in response to changes and supports other staff through this process. • Identifies areas of need for occupational therapy and makes appropriate recommendations. • Initiates development of team objectives. • Demonstrates the ability to facilitate team development.

Management of Environment and Resources

Manages the environment to contribute positively to the clients/tangata whaiora experience and their ability to participate, and ensures effective use of resources.

Level 1	Level 2	Level 3
<ul style="list-style-type: none">• Develops and maintains a safe human and non-human environment with particular attention to management of risk.• Demonstrates awareness of service priorities and objectives.• Uses resources responsibly.• Takes appropriate action when reduced resources are identified.	<ul style="list-style-type: none">• Develops and maintains a safe human and non-human environment with particular attention to management of risk.• Demonstrates awareness of service priorities and objectives.• Uses resources responsibly.• Contributes to resources that develop occupational therapy practice and professional standards within the service area.• Takes appropriate action when reduced resources are identified.	<ul style="list-style-type: none">• Develops and maintains a safe human and non-human environment with particular attention to management of risk.• Demonstrates awareness of service priorities and objectives.• Uses resources responsibly.• Demonstrates cost effective and efficient practices.• Contributes and develops resources that improve occupational therapy practice and professional standards within the service area.

Continuing Professional Development

Engages in professional development activities.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Completes General and Mental Health work-site orientation. • Identifies own professional development needs and acts on these. • Within available resource constraints, achieves professional development goals, predefined by self and professional supervisor/line manager in a timely manner. • Identifies, develops and enhances own professional performance. • Maintains an up to date Continuing Competence Plan and Record and Re-certification Portfolio for the Occupational Therapy Registration Board. • Uses reflective practice to set goals, utilise resources and access information to gain the skills and knowledge required in a specific setting to ensure continuing competence. • Uses professional literature as a resource to keep up to date with occupational therapy practice and developments. • Uses and contributes to resources that develop occupational therapy in the service area. • Participates in activities that will increase own occupational therapy knowledge. 	<ul style="list-style-type: none"> • Continues to identify, develop and enhance own professional performance. • Identifies own professional development needs in collaboration with line manager and supervisor, and works towards achieving identified goals, in a timely manner. • Has an up to-date Professional Develop Plan. • Continues to develop skills in assessment and intervention. • Updates and reviews knowledge of occupational therapy theory, techniques and outcomes. • Maintains an up to date Continuing Competence Plan and Record and Re-certification Portfolio for the Occupational Therapy Registration Board. • Uses reflective practice to set goals, utilise resources and access information to gain the skills and knowledge required in a specific setting to ensure continuing competence. • Uses professional literature as a resource to keep up to date with occupational therapy practice and developments. • Uses and contributes to resources that develop occupational therapy in the service area. • Participates in activities which will increase own knowledge of occupational therapy and 	<ul style="list-style-type: none"> • Further develops skills in assessment and intervention and is able to implement these in practice. • Identifies own professional development needs and acts on these appropriately. • Within available resources constraints, achieves professional development goals predefined by self and professional supervisor/line manager, in a timely manner. • Identifies, develops and enhances own professional performance. • Updates and reviews knowledge of occupational therapy theory, techniques and outcomes. • Maintains an up to date Continuing Competence Plan and Record and Re-certification portfolio for the Occupational Therapy Registration Board. • Uses reflective practice to set goals, utilise resources and access information to gain the skills knowledge required in a specific setting to ensure continuing competence. • Uses professional literature as a resource to keep up to date with occupational therapy practices and developments. • Uses and contributes to resources that develop occupational therapy in the service area.

Level 1	Level 2	Level 3
	<p>shares this with others, both formally and informally.</p>	<ul style="list-style-type: none"> • Explores and contributes to activities which will increase own knowledge of occupational therapy and shares findings with others, both formally and informally. • Takes on additional non-clinical responsibilities in order to further own development and contribute to the service. • Explores a range of learning opportunities which will provide personal professional growth and service development.

Key Accountabilities

The following specific accountabilities apply in addition to what is described in the career pathway above.

Key Accountability	Deliverables / Outcomes	Key Performance Indicators / Measures
1. Quality and Risk	<ul style="list-style-type: none"> Contributes to the quality processes within the team/service 	<ul style="list-style-type: none"> Identifies risks, potential solutions and notifies manager of these Complies with guidelines, protocols and policies Complies with legal/legislative requirements Participates in team/service risk minimisation activities Complies with C&C DHB reportable events policy
2. Occupational Health & Safety	<ul style="list-style-type: none"> Complies with responsibilities under the Health & Safety in Employment Act 1992 	<ul style="list-style-type: none"> Has read and understood the Health & Safety policy and procedures. Actively supports and complies with Health & Safety policy and procedures. Evidence of support and compliance with health and safety policy and procedures including use of protective clothing and equipment as required, active participation in hazard management and identification process, and proactive reporting and remedying of any unsafe work condition, accident or injury.

Merit Step Appendix to the Role Description – Allied Health

Your role description describes the key accountabilities for clinical practice for each level on the Clinical Career Pathway. The accountabilities as set out in the Clinical Career Pathway apply to level 1, 2 and 3 up to step 6 of the salary scale. For practitioners who are on level 3 of the Clinical Career Pathway and step 7 or 8 of the salary scale, additional accountabilities need to be completed each year in order to maintain this salary level.

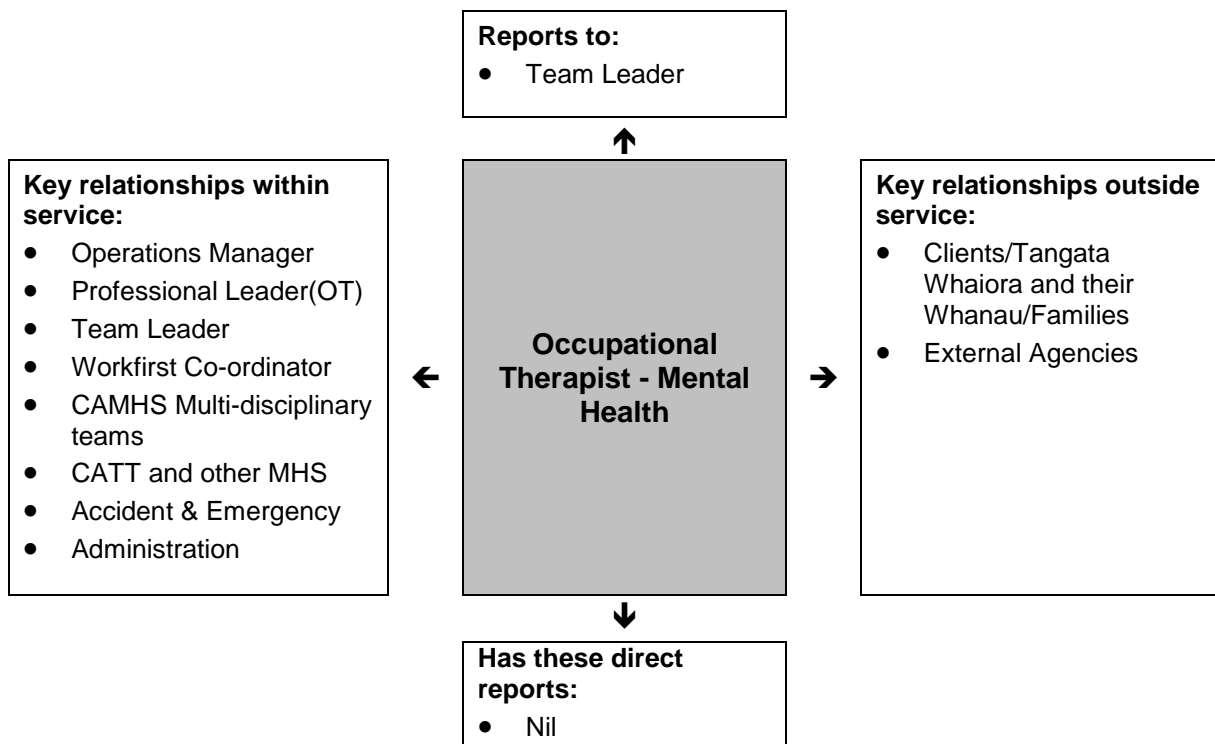
The list below indicates the types of activities that would be considered appropriate to be performing at this level and is based on the policy *KK&C THPY GRP-10 Guideline for Professional Expectations – Allied Health*. This list is not exhaustive, however if other examples are to be used to demonstrate practice at these levels they should first be discussed with, and approved by, your team leader and professional leader.

When setting PDP's this appendix should be referred to. Examples of how you have met these ongoing requirements should be evidenced at your annual performance appraisal.

<i>Examples of expected practice</i>	<i>Step 7</i>	<i>Step 8</i>
Teaching and Learning		
<ul style="list-style-type: none"> • Students <ul style="list-style-type: none"> ○ Acts as a mentor/coach for staff taking students ○ Contributes to local coordination of placement/developing packages ○ Accepts delegated responsibility from Professional Leader(PL) • Teaching / Learning <ul style="list-style-type: none"> ○ Provides DHB wide teaching across disciplines (eg grand rounds/study days) ○ Lectures at training institutions, regional or national conferences 	 ✓ ✓ ✓ ✓ 	 ✓ ✓ ✓ ✓
Quality and Risk Management/Service Delivery		
<ul style="list-style-type: none"> • Clinical Audit <ul style="list-style-type: none"> ○ Leads clinical audit and presents outcomes within work area ○ Leads audit and presents recommendations for changes in practice to T/L and P/L ○ Implements change of practice • Quality Activities <ul style="list-style-type: none"> ○ Leads an agreed quality project that has goals and actions aligned to the strategic direction of the organisation and profession ○ Uses available evidence as the basis for development/review of clinical policies, guidelines or procedures ○ Represents and contributes on behalf of the discipline in relevant forums as agreed by Team Leader ○ Represents Allied Health across services 	 ✓ ✓ ✓ ✓ ✓ 	 ✓ ✓ ✓ ✓ ✓
Professional and Clinical Practice		
<ul style="list-style-type: none"> • Professional Involvement <ul style="list-style-type: none"> ○ has an active role in regional professional networks ○ has an active role in national professional networks 	 ✓ 	 ✓ ✓

Examples of expected practice	Step 7	Step 8
<ul style="list-style-type: none"> • Clinical Reasoning <ul style="list-style-type: none"> ○ Applies clinical reasoning skills broadly within quality projects, recommended best practice guidelines (RBP) and policies with C&CDHB ○ Leads clinical reasoning and application to practice of others across professions ○ Applies innovative practice which is based on sound clinical reasoning and best practice 	 	
Leadership and Management		
<ul style="list-style-type: none"> • Manage Service Delivery <ul style="list-style-type: none"> ○ Supports the Team Leader/coordinator to coordinate workloads in designated area ○ Leads the implementation of solutions to improve efficiency in service delivery in own work area ○ Participates in recruitment and interview activities in partnership with the TL/PL e.g. review of position descriptions, development of interview questions ○ Identifies, leads, implements and evaluates solutions to support strategic service initiatives 	 	
Evaluation and Research		
<ul style="list-style-type: none"> ○ Lead/initiate validated best practice improvement across the profession as a result of current research ○ Review/develop treatment protocols or best practice following critique of literature ○ Publish in a publication relevant to the discipline ○ Participates in research ○ Completes post-graduate learning qualifications e.g. post graduate diploma 	 	

Key Relationships & Authorities



Capability Profile

a) Knowledge and Experience:

- Has experience with assessment and treatment with infants, children, young people and their families
- Ability to work within the Mental Health Act requirements.
- Ability to transfer care plan goals to meaningful client centred interventions and activities.
- Ability to exercise initiative and sound judgment when making decisions.
- Ability to adapt work practices to reflect the specialised level and type of care for the client group.
- Participate in supervision and provide supervision to others where appropriate.
- Self motivated and able to work both independently and within a team environment.

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b) Essential Professional Qualifications / Accreditations / Registrations:

- Degree in Occupational Therapy
- New Zealand Registered Occupational Therapist

c) Someone well-suited to the role will place a high value on the following:

- Integrity within the organisation
- Open discussion
- Valuing the contribution of individuals
- An interest in developing clinical practice
- Innovation in models of care to improve health outcomes
- Patient / Client focus and delivery of service within resources

d) Other

- Current New Zealand Full Driver's Licence and ability to drive a manual car

Capital and Coast District Health Board (C&C DHB) is committed to supporting the principles of Equal Employment Opportunities (EEO) through the provision and practice of equal access, consideration, and encouragement in the areas of employment, training, career development and promotion for all its employees.

C&C DHB is committed to Te Tiriti o Waitangi principles of partnership, participation, equity and protection by ensuring that guidelines for employment policies and procedures are implemented in a way that recognises Maori cultural practices.

The role description will be reviewed regularly in order for it to continue to reflect the changing needs of the organisation. Any changes will be discussed with the position holder before being made. Annual objectives and performance measures will be set each year during the annual performance planning and development meeting.

APPENDIX TO CLINICAL ROLE DESCRIPTION
WorkFirst Occupational Therapist

POSITION: WorkFirst Occupational Therapist

SERVICE: Child Adolescent Mental Health Services

LOCATION: Mental Health, Addictions and Intellectual Disability Services, 3DHB

RESPONSIBLE TO: Operations Manager

Key Accountability	Deliverables / Outcomes	Key Performance Indicators / Measures
<p>Provide an evidence based career development, supported education and employment approach that reflects and is responsive to the transition needs of young service users and their employment and study pathways. Promoting resilience and self efficacy in developmentally</p>	<ul style="list-style-type: none"> • Assist WorkFirst clients to obtain and maintain employment through effective job match, job search, employer approach and post placement support skills, while meeting the recruitment and retention needs of employers. • Assist WorkFirst clients to identify, obtain and maintain study or training in line with their skills, values, motivations and interests through effective exploration of possible career pathways, study search, contact with study providers and course enrolment. Supporting development of the necessary skills and linking with the necessary supports to be successful in study. • Collaborate with employers and study providers and the client to achieve a good outcome for all by adopting approaches that overcome barriers and increase 	<ul style="list-style-type: none"> • Provides a quality, responsive and time effective service. Evidenced from quarterly outcome registers, annual IPS Fidelity reviews, annual performance appraisals (in partnership with Team Leaders), weekly WorkFirst team supervision and documentation (initial assessment and progress notes) • Consistently achieves WorkFirst performance requirements in terms of caseload size and outcome reporting quarterly. Client outcome is defined as - employment and study outcomes (paid employment, changed employment, volunteer

<p>appropriate settings is a key outcome of the service.</p>	<p>understanding of mental illness.</p> <ul style="list-style-type: none"> • Be familiar with, and have knowledge of ways to access up to date information on social service funding, educational structures and programmes, employment law and regulations. • Be proficient in the use of computers including Word and excel programmes and online job application processes. • Be proficient in knowledge of EBSE, career exploration and WorkFirst systems. • Maintains an awareness of socio-political drivers related to participation in the workforce for people experiencing serious mental health issues. 	<p>work, work experience, interview, NZQA training and study), and outputs (CV development, careers exploration, job search skills) Evidenced from outcome registers.</p>
<p>Actively promote the work of WorkFirst</p>	<ul style="list-style-type: none"> • Develop networks and promote the services of WorkFirst within the community of vocational providers, employers and study providers. • Develop networks and promote the work of WorkFirst in the wider mental health services of the three DHB's – CCDHB, Hutt Valley Health and Wairarapa. 	<ul style="list-style-type: none"> • Effectively contributes to a positive WorkFirst service profile. Evidenced from learning and personal development plans, team meetings and planning sessions, presenting at relevant professional forums and attendance at related community events and meetings.
<p>Actively support a culture of continuous quality and improvement within WorkFirst</p>	<ul style="list-style-type: none"> • Complete reporting of WorkFirst data required in the WorkFirst Quarterly Report. • Actively participate, in the WorkFirst planning days on an annual/biannual basis. • Attend meetings with the WorkFirst Co-ordinator as required for support and WF supervision . • Regularly review current theories and models to inform team practises and the collection of relevant data – EBSE, transition work with youth in mental health, career development models. 	<ul style="list-style-type: none"> • Practise reflects current best practise. Evidenced from IPS Fidelity Scale, performance appraisals, discussion in team meetings and planning days. • Attendance at relevant trainings to inform practise. • Participation in the quarterly reporting of outcomes.
<p>Support the WorkFirst team members</p>	<ul style="list-style-type: none"> • Attend and engage in regular WorkFirst meetings to an agenda. • As appropriate, provide peer supervision for new and existing members to support best practise. • 	<ul style="list-style-type: none"> • Engage in a culture in the WorkFirst team that supports team cohesion and best practise.

