**POSITION DESCRIPTION**

**Organisational Vision**:

Te Whatu Ora is committed *“to enhance the health and independence of the people of South Canterbury”*

**Organisational Values:** **I CARE**

* **I**ntegrity
* **C**ollaboration
* **A**ccountability
* **R**espect
* **E**xcellence

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| Position: **Learning Hub Advisor (Portfolio in Mental Health & Addictions)** |
| Department: Learning Hub |
| Reports to: Self- Managed Team reporting collectively to the Director Organisational Capability & Safety |
| Hours: 0.5 |

**PURPOSE STATEMENT**

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| The Learning Hub Advisor will work across the organisation with a predominant focus on education for Mental Health and Addiction Service, acting in the roles of educator, consultant, researcher, leader/change agent in the pursuit of excellence and improved health outcomes. This role also includes education, coordination and support to Non-Government Organisations funded by Te Whatu Ora South Canterbury.  Education is central to this role, however in order to influence and strengthen clinical practice, it is essential the role is underpinned by all the competencies as outlined in the position description below:   * Promotes excellence in nursing/midwifery/allied health practice within an interdisciplinary environment. * Promotes the enhancement of practice and the development of knowledge and skills for nursing/midwifery/allied health staff. * Shows effective nursing/midwifery/allied health leadership and consultancy with an educational focus. * Promotes and utilises research and evidence-based nursing/midwifery/allied health practice. * Maintains own professional development. |

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| **KEY ACCOUNTABILITIES** | **DELIVERABLES** | **EXAMPLE MEASURES** |
| 1. **Promotes excellence in nursing/midwifery/allied health practice within an interdisciplinary environment** | Uses a theoretical framework and personal philosophy of nursing/midwifery/allied health as a basis for nursing/midwifery/allied health practice and its advancement.  Identifies and introduces advancements in nursing/midwifery/allied health knowledge, relevant trends and changes in best practice for nurses/midwives/allied health  Models expert nursing/midwifery/allied health skills and applies critical reasoning to nursing/midwifery/allied health practice issues and decisions.  In partnership with senior nursing/midwifery/allied health staff, identifies relevant trends and changes in the scope and nature of nursing/midwifery/allied health practice and evaluate for local applicability.  Uses critical incidents as an opportunity for staff learning & development.  Collaborates with senior nursing/midwifery/allied health staff and multidisciplinary teams and supports changes to practice when indicated.  Promotes and provides a strong nursing/midwifery/allied health education focus based on adult learning principles. | Informed by Te Whatu Ora South Canterbury initiatives and national specialty frameworks.  Maintains own PDRP/QLP/Merit Steps  Education framed within nursing/midwifery/allied health and/or national health standards e.g. NZ Health Strategy, HQSC targets. |
| 1. **Shows effective nursing/midwifery/allied health leadership and consultancy with an educational focus.** | Acts as a resource person and supports staff to achieve  -Professional Development and Recognition Programme (PDRP) requirements.  -Quality Leadership Programme (QLP).  - Allied Health Merit Steps  Supports a culture of evaluation and the ongoing quality improvement of nursing/midwifery/allied health practice.  Contributes to system change to improve health outcomes through evidence-based practice.  Contributes to meetings in a collaborative, active way.  Supports Core Competency based education programmes, e.g., IV Certification and Life Support, to assist staff to maintain policy and core competency requirements. | Demonstrates understanding of levels of practice indicators within PDRP/QLP/Merit Steps  Quality cycle used to determine practice development needs.  Use of professional development plans from nursing/midwifery/allied health Performance Appraisals to shape education.  Evidence of attendance and engagement in Learning Hub meetings  Provide education opportunities for Nurses/Midwives/Allied Health related to compulsory education. |
| 1. **Promote the enhancement of clinical practice and the development of knowledge and skills for Nursing/Midwifery/Allied Health Staff.** | Is responsible for the facilitation and/or delivery of regular relevant education and staff development programmes for all staff.  Develops, implements and circulates an annual strategic education plan within the team  Communicates and collaborates with Senior Nursing/ Midwifery/ Allied Health Group and Managers to identify education needs and practice requirements.  Reviews programme content and delivery using appropriate measurements, methods and tools to evaluate achievement of learning goals, teaching strategies and quality assurance.  Provides evaluation and reports of training and in-service programmes to Learning Hub team and reports these to Director when requested.  Where specialist knowledge needs are identified, the Nursing/Midwifery/Allied Health Staff Identify and facilitate training.  Assist nursing/midwifery/allied health staff, who have been identified as having a performance deficit, in development of a performance improvement plan to meet identified outcomes  Is available as a mentor for nurses/midwives/allied health preceptors where appropriate.  Works alongside new staff as part of Orientation processes. | Able to determine and respond to needs of different groups within the workforce.  Use professional development plans from nursing/midwifery/allied health Performance Appraisals to shape education.  Annual education plan prepared and submitted in timely manner.  Use of standardised evaluation to demonstrate outcomes.  Utilises templates to maintain accurate records of meetings and reports.  Training Needs Analysis discussions to determine training  Uses Performance Improvement Templates and records accurately details of support and education provided |
| 1. **Promotes and utilises research and evidence-based nursing/midwifery/Allied Health practice** | Facilitates and/or conducts research with an educational focus, and assists in the application of research findings.  Works in partnership to develop and maintain evidence-based inquiry and education resources.  Utilises research inquiry to advance best practice across the site, and contribute to evidence-based policy and its evaluation through the quality and audit process. | Use of contemporary sources of information and evidence.  Alignment of education and resources across district and/or SI region where applicable.  Uses evidence-based quality cycles and evaluation tools. |
| 1. **Maintains own professional development** | Maintains own clinical competence and develops own portfolio demonstrating a commitment to self-development.  Networks nationally and keeps up to date on trends and developments within education.  In consultation with the Learning Hub team identifies educational programmes and conferences relevant to the role. | Annual Performance Appraisal with development objectives identified.  Use of electronic / online resources for education and development.  Presents papers at conferences and seminars and presents papers for publishing as required. |
| 1. **Treaty of Waitangi** | Te Whatu Ora South Canterbury is committed to its obligations under the Treaty of Waitangi.  As an employee you are required to give effect to the principles of the Treaty of Waitangi - Partnership, Participation and Protection.  Understands cultural safety as embracing and encompassing a wide range of beliefs and ethnicities, gender, sexuality, religious beliefs. | Has completed cultural education training as per organisational requirements.  Understanding of the NCNZ cultural safety document and the principles of the Treaty of Waitangi and the impact on health and practice  Works collaboratively with Pacific Island and Maori Health workers.  Utilises cultural resources to meet patient/whanau needs. |
| 1. **Health and Safety** | Foster and support commitment to achieving the highest level of health and safety, including identification and reporting of all hazards, assistance in resolving issues that may cause harm to staff, and working safely at all times. | Demonstrates competence in emergency procedures, e.g., fire, and Life Support.  Completes Fire, Life Support training and updates regularly as required by Te Whatu Ora South Canterbury’s policies and procedures. Identifies, take appropriate action and promptly reports clinical, Occupational Safety & Health and security incidents. |
| 1. **Quality and Performance** | Maintain professional and organisational quality standards.  Ensure delivered work is planned, delivered, and implemented consistently against quality standards.  Continuously identify improvement opportunities to perform job in most effective manner.  Investigate opportunities to achieve goals in a more efficient way. | Performance is in alignment with HR quality audit standards, organisational requirements, and professional standards. |

**Organisational Competencies:**

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| **Patient Focus** | Is dedicated to meeting the expectations and requirements of all patients/consumers; gets first hand patients/consumer information and uses it for improvements in products and service delivery; acts with patients/consumers in mind; establishes and maintains effective relationships with patients/customers and gains their trust and respect. |
| **Integrity and Trust** | Is widely trusted; is seen as a direct, truthful individual; can present the truth in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn’t misrepresent him/herself for personal gain. |
| **Drive For Results** | Can be counted on to exceed goals successfully; is constantly and consistently one of the top performers; very bottom line orientated; steadfastly pushes self and others for results. |
| **Managing Diversity** | Manages people equitably; deals effectively with all races, nationalities, cultures, disabilities, ages and sexes; hires variety and diversity and supports equal and fair treatment and opportunity for all. |
| **ROLE SPECIFIC COMPETENCIES** | |
| **Motivating Others** | Creates a climate in which people are motivated and want to do their best; can motivate team or project members; empowers others to achieve desired results; invites input from each person and shares ownership and visibility; makes each individual feel his/her work is important; is someone people like working with. |
| **Planning** | Accurately scopes out length and difficulty of tasks and projects; sets objectives and goals; breaks down work into process steps; develops schedules and task/people assignments; anticipates and adjusts for problems and roadblocks; measures performance against goals; evaluates results. |
| **Interpersonal relations** | Relates well to all people, inside and outside the organisation; builds appropriate rapport; builds constructive and effective relationships; uses diplomacy and tact; can diffuse even high-tension situations comfortably. |
| **Informing** | Provides the information people need to know to do their job and to feel good about being a member of the team, unit, and/or the organisation; provides individuals with information in a timely manner to make accurate decisions. |

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| **KEY RELATIONSHIPS** | |
| **Internal**  Learning Hub Team  Mental Health & Additions Teams  Nursing/Midwifery/Allied Health Directors  Nursing/Midwifery/Allied Health Managers  Clinical Charge Nurses/Clinical Coordinators /Midwifery Manager/Allied Health leaders  All Nursing/ Midwifery/Allied Health Staff  Maori Health Unit Staff  Primary and Community Services  Medical Staff  Clinical Support Staff  Students  Infection Prevention and Control Staff  Occupational Health & Safety Staff | **External**  National Committees  Local, District and Regional groups  Professional Nursing/Midwifery/Allied Health Organisations  Tertiary Providers  Non-Provider Arm  National Workforce Development Agencies  Non-Government Organisations  Age Related Care providers |

**KNOWLEDGE, EXPERIENCE AND SKILLS REQUIRED**

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| **Essential Criteria**   * Be registered with the Nursing Council of New Zealand as a Registered Nurse * Hold a current Nursing New Zealand Annual Practising Certificate * Have a sound understanding of the Mental Health and Addition Service * Have a sound knowledge of the Mental Health and Addiction Legislation and Mental Health Act. * Hold or working towards a relevant Post graduate qualification * Recognised teaching, mentoring and/or coaching skills. * Have in-depth knowledge and understanding of NCNZ standards of Practice   **Desirable Criteria**   * Have, or be working towards a post-registration qualification relating to principles of adult teaching and learning. * Previous experience within an education role. * Demonstrates ability to develop nursing/midwifery/allied health standards and quality initiatives. * Experience in workforce development. * Qualifications as a trained Supervisor or willingness to gain qualifications. * Ability to assist in implementation of new workforce strategies and improvements to meet review recommendations. * Hold a current Portfolio (PDRP)  Experience  * Experience and credibility with the health care team as a professional resource in speciality/practice area i.e., Mental Health and Addictions. * Demonstrated ability to articulate evidence-based practice to a Multidisciplinary Team. * Minimum of 3 years working either within the clinical area or relevant nursing role. * Demonstrated ability to contribute to the professional development of staff.  Skills  * Advanced communication skills, written, verbal and presentation. * Ability to contribute positively, have vision and flexibility to contribute to and accommodate change. * Be a professional leader and role model, with proven ability to inspire, motivate and develop others. * Be champions for, and promote the profession of nursing/midwifery/allied health, including PDRP/QLP/Merit Steps. * Have excellent administrative, computer, organisational and time management skills.  Knowledge  * Of current priorities in nursing/midwifery/allied health education, including Mental Health and Addictions. * Of nursing/midwifery/allied health professional standards and codes. * Of Te Whatu Ora South Canterbury’s vision, goals and objectives. * Of the Principles of the Treaty of Waitangi and multi culturalism.   **Fitness**   * A reasonable level of fitness is required to cope with the demanding physical requirements of the job. The following denote the key physical requirements for the position: standing, walking, bending, sitting, stairs, simple grasping, fine manipulation, operating machinery / equipment, lifting, overhead reaching, carrying, pushing / pulling, twisting, climbing / balancing, crouching / squatting, manual handling of people, other reaching, and ability to participate in personal restraint if required. |

**The intent of this position description is to provide a representative summary of the major duties and responsibilities performed by staff in this job classification. A Staff Member may be requested to perform job related tasks other than those specified.**

**Agreed by:**

---------------------------------------------------- (Job holder’s signature)

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Date Reviewed: July 2022 Reviewed by: Megan Stark Next Review: July 2023