

Position Description

Position Title	Nurse Educator
Service Group	Mental Health and Addiction Services (MH&AS)
Team	Workforce Development Group
Reports to	Nurse Leader – MH&AS
Direct Reports	None
Authority Level	Nil delegations

The Bay of Plenty District Health Board

The District Health Board's fundamental purpose is to work within the resources allocated to it, to improve, promote and protect the health of the whole population within its district, and to promote the independence of people with disabilities.

Vision: Healthy, thriving communities.

Mission: Enabling communities to achieve

Our Values: Compassion, All-one-team, Responsive, Excellence



The Bay of Plenty District Health Board (BOPDHB) is committed to the Treaty of Waitangi principles of Partnership, Participation and Protection, and to meaningful engagement in decision-making with Tangata Whenua at strategic, operational and service levels.

Delivering this commitment is through: the implementation of our He Pou Oranga Tangata Whenua Determinants of Health framework: respect for and promotion of our Kawa and Tikanga Māori; ensuring cultural safety; seeking to eliminate disparities in health between Māori and Non Māori.

All staff have a part to play in this commitment.

Primary Purpose

The Nurse Educator, Mental Health and Addiction Services is employed to promote quality evidenced based clinical practice through clinical education and professional development of clinical staff within the mental health and addiction services. The incumbent works in partnership with internal and external educators and key operational and advisory staff to plan, develop, deliver and facilitate clinical education initiatives and clinical competencies with an organisational focus. The incumbent is also responsible for coordination and oversight of placement of Graduate Nurses and nursing students.



The Nurse Educator is expected to influence adherence to legislation and national strategic directives such as the NZ Health Strategy, National Mental Health Standards and Recovery and Strengths principles. The incumbent is further expected to adhere to and promote safe, effective care, using professional knowledge and skills in accordance with Bay of Plenty District Board:

- Policies and protocols
- Nursing Council New Zealand Registered Nurse scope of practice
- Nursing Practice Standards
- Professional Development and Recognition Programme (PDRP)
- Shared Employee Employer Expectations

Principal Accountabilities

1. Education to Enhance Clinical Care and Workforce Development

- Participates in collaboration with the Nurse Leader, Clinical Coordinators, Team Leaders, Professional Advisors and other educators in an annual learning needs analysis and planning of a workforce development in-service plan and annual calendar, with goals, timeframes and in recognition of the needs of rostered staff.
- Provides teaching and facilitates evidenced based learning to optimise staff capability and client outcomes in the clinical area.
- Promotes an environment that contributes to ongoing demonstration and evaluation of mandatory and core competency training and ongoing workforce development.
- Promotes and integrates evidence based theory and best practice in relation to clinical care into education activities.
- Promotes and ensures currency of training to support staff with clinical skills and new strategic directions and research.
- Participates in professional groups and activities to keep abreast of current trends and issues.
- Provides expert advice based on extensive nursing experience/knowledge.
- Promotes the assessment of clinical competencies and clinical supervision.
- Facilitates and oversees placements and preceptors for nursing students in collaboration with other educators, professional advisors and clinical coordinators.
- Facilitates and oversees placements and preceptors for new graduate nurses in collaboration with Clinical Coordinators, professional advisors and educators.
- Facilitates and provides direct teaching where a practice development need is identified.
- Involved in orientation of new staff to MH&AS.

Key Performance Indicators


- Graduate and student nurses are appropriately supported in their areas of placement.
- Availability of training promotes relevant and current staff completion of mandatory training and workforce development for DHB and MH&AS.
- Evidence of evaluations reflect a high standard of training content and training facilitation that aligns with adult teaching principles.

2. Professional Responsibilities

- Maintains own practicing certificate and advances own clinical competence and professional development.
- Promotes a learning environment that meets legal, ethical and professional standards.
- Promotes a learning environment that enhances the accountability of Registered Nurse delegation, direction, monitoring and evaluation of nursing care provided by Enrolled Nurses and other staff.

Nurse Educator MH&AS

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- Incorporates Treaty of Waitangi principles into education to contribute to the improvement of Maori health status
- Promotes training that support client centred care with regard to their cultural preferences
- Promotes an environment that enables client safety, independence and quality of life and health
- Actively manages clinical risk and contributes to quality and risk planning
- Able to respond appropriately in an emergency.
- Represents the nursing education perspective on organisational, regional and national level and contributes to appropriate policy, guideline and protocol changes at unit and organisational level

Key Performance Indicators

- Evidence of contribution to own and others' ongoing professional development.
- Evidence of promotion of professional, ethical and legal standards.
- Evidence of incorporation of a Maori perspective into training.
- Evidence of development and ongoing maintenance of professional portfolio.

3. Interpersonal Relationships

- Maintains effective interpersonal relationships with others.
- Communicates effectively, positively and courteously role modelling effective conflict resolution.
- Promotes, teaches and role models effective engagement, interviewing skills, counselling skills, negotiation skills and other therapeutic skills.
- Communicates effectively and uses appropriate communication techniques such as pamphlets, teaching, demonstrations, presentations, facilitation of discussions, preparation and maintenance of handouts or online training packages.

Key Performance Indicators

- Evidence of training to enhance the communication and therapeutic skills of staff.
- Evidence of complex communication techniques such as teaching being applied effectively.

4. Inter-Professional Health Care and Quality Improvement

- Collaborates and participates with colleagues across the multidisciplinary spectrum to facilitate education/training to enhance quality client care.
- Recognises and values the roles and skills of all members of the health care team.
- Develops and maintains key partnerships crucial to the success of the role.
- Participates in continuous quality improvement / research activities.
- Identifies and is actively involved in clinical audit activities related to the role.
- Advises on and participates in new or changed clinical guidelines/protocols.
- Mentors others through change processes to enhance improvement of standards and practice.

Key Performance Indicators

- Managers, staff and treaty partners confirm appropriate availability and support
- Evidence of participation in quality improvement/research initiatives
- Evidence of audits identified and completed.
- Evidence of contribution/development in clinical guidelines/protocols

A function of BOPDHB is to provide a 24-hour service. This may at times necessitate you being required to change duties or transfer to another ward or department to ensure adequate coverage.

This position description is not exhaustive and the incumbent may be requested to perform any reasonable task within the scope of the position as requested by the Line Manager.

This position description will be reviewed from time to time in consultation with the incumbent.

The key performance indicators are a guide only and the relevant indicators should be agreed at annual performance appraisal.

Key Relationships

Internal	External
<ul style="list-style-type: none"> • Clinical Coordinators/Team Leaders • Professional Advisors • Consumers/Family Whanau Advisors • Mental Health & Addiction Services Staff • Maori Mental Health Services • Student Placement Coordinator • Practice Development team • PDRP Coordinator • NESP/NETP Coordinators • Workforce Development Administrator 	<ul style="list-style-type: none"> • Community based health services • Academic staff – Tertiary institutions

Success Profile

CARE Values - Manaakitanga Who am I?	Experience – What have I done?
<ul style="list-style-type: none"> • Caring, empathetic, open and supportive • Respect each individual, polite and non-judgemental • Able to build a rapport, actively listen to patients, show understanding and make a difference • An effective communicator, work as a team member, professional, calm, willing and patient focused • Share knowledge, develop self and others, will speak up about practice issues and give/receive constructive feedback • Involve the team/ patients/ families in decisions • Self-aware, consistent, confident, flexible, pay attention to detail and plan ahead 	<ul style="list-style-type: none"> • Extensive clinical experience working in MH&AS • Experience in teaching, presentations and group facilitation
Competencies – What am I capable of?	Knowledge – What do I know?
<ul style="list-style-type: none"> • Able to demonstrate a commitment to quality • Adaptable and embrace change • Showing a professional demeanour and high level of personal integrity • Well-developed problem solving and critical thinking skills • Can utilise well-developed written and verbal communication skills • Demonstrating the application of the Treaty of Waitangi in practice • Providing a culturally safe environment for clients and whanau • The ability to prioritise a varied workload • Ability to work within a multi-disciplinary team • Ability to work within timeframes and to be self directed • Professional demeanour and high level of personal integrity 	<ul style="list-style-type: none"> • Registered Nurse with current practising certificate – includes mental health scope of practice • Masters or working towards same • Certificate in adult teaching • Achieved PDRP expert level or equivalent • Computer competent • Knowledge and understanding of research findings to support evidence based practice

You agree to demonstrate flexibility and a willingness to perform a variety of tasks to promote and support BOPDHB initiatives.

You are required to meet the Health and Safety at Work Act 2015 requirements as set out in the BOPDHB Health and Safety policies and protocols. This includes completing successfully any health and safety training provided by the BOPDHB.

You are required to maintain a standard of health which will allow for the performance of all duties and functions of the position. All BOPDHB sites are smokefree environments.

Health Practitioners Competence Assurance Act 2003

1. You are required to maintain your current competency based practicing certificate.
2. You must notify your Manager of any changes to scope or conditions on practice (determined by Regulatory Authority).
3. You must complete the requirements of any competency programme.
4. You must notify your employer of concerns relating to the risk of harm to the public of another health practitioner practicing below the required standard of competence.
5. Know the provisions of the HPCA Act as the governing legislation.

Vulnerable Children Act 2014

Due to this position having contact with children and the BOPDHB's commitment to child protection, you will be subject to 'safety checks' under the Vulnerable Children Act at the time of hire and thereafter as per the relevant legislation.

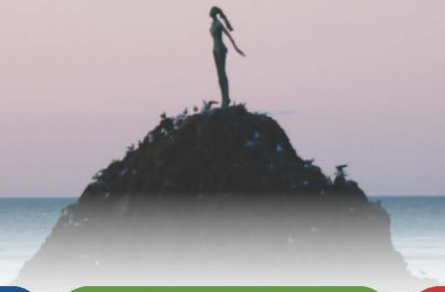
Position Holders Declaration

I certify that I have read, understand, and agree to this position description.

Name:

Signature:

Date:



**Attitudes and behaviours
We want to see**

**Outcome
Everyone we come into
contact with will feel...**

**Attitudes and behaviours
We don't want to see**

C Compassion

Cares about other people. Has empathy and understanding. Is calm and reassuring. Protects people's dignity.

Treats everyone with respect regardless of their views, role or background. Value differences. Culturally competent.

Notifies, acknowledges and appreciates people's efforts and achievements, gives praise, making people feel valued.

Cared for and respected

**Treated with respect
and cultural sensitivity**

Valued and engaged

Is rude, bullies, intimidates or humiliates. Creates anxiety. Doesn't act if someone's dignity is suffering.

Disrespectful, judgmental, makes assumptions about people. Gossips or talks behind people's backs. Rough behaviour.

Criticises people's efforts, takes people for granted, makes people feel undervalued, belittled or inadequate.

A All-one-team

Shares knowledge and information openly and honestly, clearly explains and updates people on what's happening.

Takes time to listen to others, is interested in their views. Invites people to ask questions and share concerns or ideas.

Involves patients, whānau and colleagues as equal partners. Builds teams and relationships to achieve the best outcomes.

Clear about what's happening

Listened to

Involved in a partnership model

Withholds knowledge and information, leaves people confused or in the dark.

Doesn't listen, talks over people, dismisses or puts people down, makes decisions without consultation.

Doesn't trust or involve people in things that affect them. Excludes, overrides, micro manages.

R Responsive

Friendly, polite, approachable, warm. Introduces themselves. Creates a happy environment. Smiles when appropriate.

Shows kindness. Is attentive to people's needs, supportive, helpful and willing. Often goes the extra mile for people.

Respects people's time. Plans ahead and co-operates so things run smoothly. Looks for efficient ways of doing things.

Positively welcomed

**Supported, so they would want
to be cared for or work here**

**We are flexible and efficient,
and use resources wisely**

Ignores people, snappy or aggressive tone of voice or behaviours, 'rushing' and saying "I'm too busy".

Passes the buck, says "it's not my job", unsupportive, does not take responsibility and leaves work for others.

Often late. Leaves people waiting unnecessarily or puts people under pressure with unrealistic timeframes.

E Excellence

Chooses to take a positive, will-do attitude. Looks for solutions. Uses positive words and actions to good effect.

Aims for the best results, always learning, developing skills, knowledge, and ways of doing things, and helping others to.

Consistently follows agreed, safe, best-practice.

Seeks, welcomes and gives constructive feedback, speaks up when they have a concern, coaches others' behaviour.

**Part of a positive culture
of high achievement**

Things are always improving

Safe

**We are role models who
are open to feedback**

A negative attitude, often moaning, complaining or grumpy. Focuses on problems.

Assumes they know best, resists change, not interested in learning or developing. Happy with 'good enough'.

Inconsistent, cuts corners, closed to new evidence.

Blames. Closed to feedback. By not speaking up about poor behaviour or unsafe practice they condone it.

