# POSITION DESCRIPTION

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| Position | **Psychologist – Paediatric General (0.5 FTE)** | **Direct Reports** | Nil |
| **Responsible To** | Service Manager, Woman Child & Family | **Location** | Rotorua and Taupō |
| **Financial Delegations** | Nil | **Date** | July 2024 |
| **Relationships Internal** | Administration Staff  Allied Staff  Nursing Staff  Medical Staff  Paediatric Consultants  Child Health Outreach Nurses  Social Workers, WCF  Other Departments | **Relationships External** | Clients / Patients with disabilities / developmental delay  Family, Whanau, Caregivers  Special Education, Ministry of Education  Community Agencies  Other Health Providers  Local / regional Psychology Collectives  NZPsS and / or NZCCP |

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|  |  | Service Manager |  |  |
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| Clinical Team |  | Health Care Assistant Team |  | Administration Team |

## Primary Purpose(s) of the Position

* To provide a high standard of psychological formulation, design and delivery of treatment for clients within the Women, Child and Family Service (WCF) and for the WCF child health services.
* To provide psychology input to the multi-disciplinary team and contributing to the provision of an efficient and effective service for the WCF child health services.
* To provide consultation, education, and supervision *(where appropriate)* to other WCF staff and community contacts.

| Key Objectives | **Expected Outcomes** |
| --- | --- |
| **Psychological Assessment**  Psychologist will obtain and review relevant information, orientate families, obtain any necessary consents, conduct and document initial and on-going assessment. | * Undertake such assessment within the framework of the multidisciplinary team. * Selects and utilises appropriate psychological tests, instruments, interviews and procedures to assess cognitive, personality and relational functioning. * Considers biological, psychological, and ecological factors. * Tailors assessment to the developmental stage and unique needs of the child. * Maintains standards consistent with the NZ Psychologist’s Board Code of Ethics regarding use, administration, access and release of data and reports. * Seeks consent and appropriately follows Lakes DHB Service policy and procedures. |
| **Formulation and Planning**  The Psychologist will collaborate with families and colleagues in identifying and prioritise areas for potential intervention, set goals, plan intervention(s), renew consent(s) (as required). | * Documents process and decision making. * Psycho-diagnostic work demonstrates relevance to understanding and treatment planning. * Consults as required. * Discuss in detail with families the formulation, and the treatment options arrived at. |
| **Clinical Intervention**  The Psychologist will implement treatment (where appropriate), and on an on-going basis assess/evaluate of outcomes of treatment. | * Provides psychological interventions, including behavioural, family systems and psychotherapeutic interventions. * Interventions are consistent with generally accepted theories and techniques, and adhere to the Code of Ethics currently endorsed by the NZ Psychologists Board. |
| **Consultation and Liaison**  The Psychologist will provide expert consultation, and will maintain excellent working relationships with internal and external services/agencies. | * Provides psychological consultation to relevant WCF staff, and provides clinical programmes as required. * Provides liaison with designated community agencies and provides consultative services as appropriate. * Ensures all consultations are clinically sound, safe, and well grounded. |
| **Family Consultation**  The Psychologist will consult with and include family/whanau as appropriate. | * Regularly incorporates work with families/whanau into assessment and treatment of children. |
| **Team Communication**  The Psychologist will contribute to effective clinical interventions by, and the functioning of, the Multidisciplinary Team (MDT). | * That the psychologist will be a respected and useful member of the MDT, effectively communicating with other team members and participating in team and service procedures as required. * Demonstrates an understanding and appreciation of the scopes of other disciplines. * Accurately represents discipline of Psychology to others. |
| **Clinical Supervision**  The Psychologist will engage in regular clinical supervision, including Cultural Supervision (as appropriate). | * May provide clinical supervision as per Service policy. * Receives clinical supervision on a regular basis as per Service policy. * Actively participates in Peer Review activities. |
| **Research**  The Psychologist will participate in and/or support research activities. | * Conducts applied and/or theoretical research (as resources permit). * Publishes research (as practicable). * Provides advice on research design, methodology, statistics and interpretation. |
| **Delegated**  The Psychologist will perform delegated duties when required. | * Completes any delegated duties from Line Manager as related to the function of a Psychologist in Woman, Child and Family Service. |
| **Education and Training**  The Psychologist will collaborate to identify and meet their learning/ development needs, and will contribute to meeting the needs of other clinicians. | * Maintains up-to-date knowledge of clinical psychology and related fields. * Provides in-service training and teaching according to professional abilities. * Develops an annual, personalised Professional Development Plan, and participates in Annual Performance Appraisals. |

| Key Objectives | Description | Expected Outcomes |
| --- | --- | --- |
| **Communication and Personal Interaction**  **Te Ringa Hora**    ***the open hand (denoting someone who is sociable)*** | Openly communicates and cooperates with all levels of Lakes employees, patients and visitors. | * Builds and maintains open respectful relationships. * Openly and constructively participates in conversations with multidisciplinary team, patients, managers and visitors. * Accepts differences of opinion can occur but these happen respectfully. |
| **Strategy & Performance**  **Te Ringa Raupā**    ***the roughened hand (symbolising a hard worker)*** | Spends energy on delivering role requirements and meeting objectives. | * Has an energetic approach to work and is self-motivated. |
| Organises own time to deliver on required tasks and duties. | * Accepts direction and instruction of manager but is able to work effectively without direct guidance. * Maintains expected productivity in line with assigned duties. |
| **Development and Change**  **Te Ringa Ahuahu**    ***the hand that shapes or fashions something (refers to someone who is innovative)*** | Accepts change in day to day practices and contributes to decision making of the team. | * Constructively makes suggestions to improve process or practices and gain efficiencies. |
| Makes suggestions to increase efficiency of the unit. | * Demonstrates positive attitude and responsiveness to opportunities for improvement. * Is solution focused. * Undertakes and manages a specific portfolio of responsibilities as agreed with the CNM. |
| **Personal Accountability**  **Te Ringa Tōmau**    ***the hand that is trustworthy*** | Is open with manager and colleagues and open to accepting feedback and critique to improve upon practice. | * Offers and receives constructive critique of practice and self. * Shows respect and establishes rapport when responding to the different needs of people and practice situations. * Advises manager whenever issues may be impacting on performance. |
| Looks for and undertakes development activities appropriate for role and career development. | * Recognises areas that could be improved in own practice and takes action to address those needs. |
| **Culture and Values**  **Te Ringa Taurima**    ***the hand that nurtures, encourages, supports*** | Operates in line with Lakes values and expectations and professional codes of conduct. | * Demonstrates manaakitanga, respect, integrity and accountability in every day performance. * Incorporates the Lakes Way into day to day business activities. * Demonstrates the culture and the agreed behaviours of Te iti Kahurangi. * Shows respect for patients, colleagues, managers, Multi-disciplinary team and others. |

| Compulsory Requirements | Expected Outcomes |
| --- | --- |
| **Māori Health**  Māori philosophies and values of health are demonstrated in work practice. | * Meaningful relationships are established with Te Aka Matua (Rotorua and Taupo Hospitals) and Lakes Maori Health division in the planning and delivery of services. * Practices are consistent with Te Tiriti o Waitangi /The Treaty of Waitangi when working with Māori. * Delivery of safe services for Māori are facilitated by ensuring they can access treatment options and are involved in the planning and delivery of their care. * Māori are enabled to access and participate in cultural activities provided by Lakes. * A commitment to improving the wellbeing of Māori by increasing cultural knowledge in Lakes is shown. |
| **Te Iti Kahurangi**  The Lakes Way, Our Place, Our Culture. | * Works within the Te Iti Kahurangi framework and supporting guide document. |
| **Record Keeping** | * Complies with the Lakes Corporate Records Management policy to create and maintain full and accurate records. |
| **Quality & Risk**  Patient safety is paramount to the service we deliver at Lakes. This is to be achieved in a clinical governance framework that is culturally responsive and identifies and manages risk and opportunities to improve. | * Employees are supported to lead by example and implement a culture of continuous quality improvement. * Risks that may prevent Lakes from achieving their goals are identified, reported, and managed. * Māori patients are provided patient-centred care to achieve positive Māori health outcomes. * Needs of Māori are reviewed and reported in the further development of practice, process and or policy. * Evidence-based methodologies are used to support improvements, e.g. Kaupapa, Māori methodology. * Quality care is provided to certification standards. |
| **Health & Safety**  Each individual is responsible for ensuring the safety of themselves, their colleagues, patients and their visitors and to comply with all organisational health and safety policies, procedures and guidelines. | * Implementation and reinforcement of a proactive healthy work place culture which reflects relevant Lakes policy and legislative requirements. * Healthy lifestyles are actively promoted and participated in, within the work area. * Employees participate in Health and Safety within areas of work. * Health and Safety activities are appropriately documented within specified timeframes. * Health and Safety policies have been read and understood and are applied in the workplace. * Health and Safety policies are appropriately documented within specified timeframes and incidents are reported immediately. * Any opportunities for improving Health and Safety are reported and acted upon in a timely manner. * All near misses/incident/accidents are reported to the appropriate line manager within 24 hours. |

| Specialist Competencies | Knowledge | Skills |
| --- | --- | --- |
| **Interpersonal Relationships** | Definition – Psychologists normally do their work in the context of interpersonal relationships. They must therefore be able to establish and maintain a constructive working alliance with their clients, and possess adequate cultural competency.  **Knowledge of theories and empirical data on the professional relationship, such as:**   * Developmental stages and considerations. * Interpersonal relationships. * Power relationships. * Therapeutic alliance. * Interface with social psychology. * More specific knowledge of the fluctuations of the therapeutic/professional relationship as a function of intervention setting.   **Knowledge of self, such as:**   * Motivation. * Resources. * Values. * Personal biases/vulnerabilities (e.g. to secondary victimisation). * Factors that may influence the professional relationship (e.g. boundary issues).   **Knowledge of others, such as:**   * Macro-environment in which the person functions (work, national norms, etc.). * Micro-environment (personal differences, family, gender differences, etc.). | * Effective communication. * Establishment and maintenance of rapport. * Sensitive to the vulnerabilities of the target population. * Establishment and maintenance of trust and respect in the professional relationship. * Conflict management. * Self-care. |
| **Assessment and Evaluation** | **Definition:**  A competent Psychologist draws upon a thorough understanding of varied and complex Psychological theories and diverse methods of evaluation, and has the ability to apply these to new problems to generate tailored interventions. The appropriate subject of evaluation in many instances is not an individual person but a couple, family, organisation, or system at some other level of organisation. The skills required for assessment can and should be applied to many situations other than initial evaluation, including, for example, crisis assessment/intervention, treatment outcome, and program evaluation. The primary purpose of psychological assessment is to provide an understanding that informs a practical plan of action. It may result in a diagnostic classification or in the identification of strengths or competencies.  **Knowledge:**   * Assessment methods (including interview, observation, psychometrics etc.). * Populations served. * Human development. * Diagnosis. | * Formulation/Clarification of a referral question. * Selection of assessment methods. * Information collection and processing. * Psychometric methods (and integration of results). * Formulation of hypotheses and making a diagnosis when appropriate. * Report writing and communication with clients. * Formulation of an intervention/treatment plan. * On-going assessment/evaluation, and adaptation to findings. |
| **Intervention** | **Definition:**  The intervention competency is conceptualised as activities that promote, restore, sustain, and/or enhance positive functioning and a sense of well being in clients through preventive, developmental and/or remedial services. A broad, comprehensive vision of the intervention competency should explicitly include theory as well as the following knowledge and skills.  **Knowledge:**   * The learning of an array of varied interventions with individuals and systems (e.g. couples, families, groups and organisations). * Relationship of family dynamics to psychological disorders. * A respect for the positive aspects of all major approaches, which should reflect openness to varied viewpoints and methods. * Awareness of when to make appropriate referrals and consult. * Awareness of context and diversity (including cultural). * Knowledge of interventions that promote health and wellness. * Knowledge of specific interventions for specific issues/diagnoses. | * Establish and maintain professional relationships with clients from all populations served. * Establish and maintain appropriate interdisciplinary relationships with colleagues. * Gather information about the nature and severity of problems and formulate hypotheses about the factors that are contributing to the problem through qualitative and quantitative means. * Select appropriate intervention methods (including Motivational Interviewing) and timeframes. * Analyse the information, develop a conceptual framework, and communicate this to the client. |
| **Research** | **Definition:**  Clinical Psychologists will have completed research training such that they will demonstrate:   * A basic understanding of and respect for the scientific under-pinning of the discipline. * Knowledge of methods so as to be good consumers of the products of scientific knowledge. * Sufficient skills in the conduct of research to be able to develop and carry out projects in a professional context and, in certain cases, in an academic context with the aid of specialised consultants (e.g. statisticians).   **Knowledge:**   * Basic knowledge of research methods and of the applications of scientific research, including; * Applied statistics and measurement theory. * The logic of different models of scientific research (from laboratory experimentation to quasi-experimental and field research); Qualitative research methods (including observation and interviewing), etc., particularly with respect to the nature of reliability and validity in the gathering and interpretation of qualitative data. | * Critical reasoning skills. * Applications of various research approaches to social systems. * Ability to write professional reports. |
| **Ethics and Standards** | Definition – Professionals accept their obligations, are sensitive to others, and conduct themselves in an ethical manner. They establish professional relationships within the applicable constraints and standards.  **Knowledge:**   * Ethical principles. * Standards of professional conduct. * Responsibilities to clients, society, the profession, and colleagues. * Awareness of potentially conflicting principles. * Standards for psychological tests and measurements. * Standards for conducting psychological research. * Jurisprudence/Legislation and local knowledge. | * Ethical decision-making process. * Proactive identification of potential ethical dilemmas. * Resolution of ethical dilemmas. |
| **Supervision** | **Definition:**  A quality improvement/assurance activity that involves developing or enhancing the competence of the person being supervised. Supervision is a preferred vehicle for the integration of practice, theory and research.  **Knowledge:**   * Models for the acquisition of competencies under supervision. * Methods and techniques of supervision. * Available technical resources. * Power relationships as well as cultural, gender issues and ethnic differences. | * Sensitivity to power, cultural, sex, and ethnic issues. * Articulation of clear learning objectives. * Creating an open and participatory climate. * Learning to be a good supervisee (open to supervision, well prepared, able to use time efficiently, non-defensive, aware of limits, etc.). * Being able to differentiate between supervision and therapy. * Integration of knowledge. * Awareness of one’s own strengths and limitations as supervisor. |

### Signatures:

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| **Line Manager:**  Position Description Approved: |  | **Employee:**  Acceptance of Position Description: |  |

*(Please also initial all other pages to show acceptance of position description.)*

| Person Specification | Essential | Desirable |
| --- | --- | --- |
| **Education and Qualifications** | * Full registration with the New Zealand Psychologists Board. * Full member of either the New Zealand Psychological Society or the New Zealand College of Clinical Psychologists. * Masters Degree and Post-Graduate Diploma in Clinical Psychology (or equivalent). * Treaty of Waitangi training. | * Registration as Clinical Psychologist. * If PhD, additional “experience” may be credited. |
| **Experience** | * 1 year experience in a relevant setting such a Mental Health Service, the Education Sector or Accredited Internship program. | * 2 years progressive experience as a Psychologist in a relevant setting. |
| **Knowledge** | * Psychologists Act (1981) * Health Practitioners Competence Assurance Act (2003) * Code of Ethics as adopted by the New Zealand Psychologists Board * Mental Health Act (1992) and any amendments. * Privacy Act (1993) and its amendments * MHS Policies and Procedures * Treaty of Waitangi * Other relevant legislation. |  |
| **Skills** | * Produces and maintains accurate records, notes and other documentation which are clear and up to date. * Basic computer skills. * Consumer/Recovery focussed. |  |
| **Personal Attributes** | * Cultural sensitivity and safety. * Able to react appropriately to the unpredictable nature of the work and the workplace. * Leadership abilities. * Advanced Problem solving abilities. * Excellent oral and written | * Non-smoker preferred. |

## About Health New Zealand | Te Whatu Ora – Lakes

At Lakes we place the highest value on the health and wellbeing of everyone in our community. As such all healthcare workers are expected to play a part in the creation and promotion of an environment which lives the following vision, mission and values:

### Vision

Healthy Communities – Mauriora! In this vision Mauriora refers to the Mauri - being the life essence and the source of well-being, and ora - describing the state of wellness.

### Strategic Mission

* Achieve equity in Māori health.
* Build an integrated health system.
* Strengthen people, whanau and community wellbeing.

### Three Core Values

**Manaakitanga** Respect and acknowledgment of each other’s intrinsic value and contribution.

**Integrity** Truthfully and consistently acting collectively for the common good.

**Accountability** Collective and individual ownership for clinical and financial outcomes and sustainability.

## Te Iti Kahurangi – The Lakes Way, Our Place, Our Culture – We Will



## Te Tiriti O Waitangi

### Our expression of Te Tiriti o Waitangi

The text of Te Tiriti, including the preamble and the three articles, along with the Ritenga Māori declaration, are the enduring foundation of our approach to achieving health and independence. Based on these foundations, we will strive to achieve the following four goals, each expressed in terms of mana.

### Mana whakahaere

Effective and appropriate kaitiakitanga and stewardship over the health and disability system. Mana whakahaere is the exercise of control in accordance with tikanga, kaupapa and kawa Māori. This goes beyond the management of assets and resources and towards enabling Māori aspirations for health and independence.

### Mana motuhake

Enabling the right for Māori to be Māori (Māori self-determination); to exercise their authority over their lives and to live on Māori terms and according to Māori philosophies, values and practices, including tikanga Māori.

### Mana tangata

Achieving equity in health and disability outcomes for Māori, enhancing the mana of people across their life course and contributing to the overall health and wellbeing of Māori.

### Mana Māori

Enabling Ritenga Māori (Māori customary rituals), which are framed by te ao Māori (the Māori world), enacted through tikanga Māori (Māori philosophy and customary practices) and encapsulated within mātauranga Māori (Māori knowledge).

Lakes is committed within the framework of the New Zealand Public Health and Disability Act (2000) to supporting the Crown’s commitment to upholding its Tiriti promises.