INFORMATION FOR CANDIDATES

for appointment as

Senior Lecturer/Associate Professor in Psychological Medicine/Specialist Psychiatrist
(Confirmation Path)

DEPARTMENT OF PSYCHOLOGICAL MEDICINE
DUNEDIN SCHOOL OF MEDICINE
AND
MENTAL HEALTH SERVICES
SOUTHERN DISTRICT HEALTH BOARD

General Information

This is a conjoint University/Hospital position, and the appointee will concurrently hold a position as Consultant Psychiatrist to Southern District Health Board. The academic position will be 50% of full-time. This position is offered by the University and when combined with the clinical position will amount to one full-time position.

The University of Otago

The University of Otago, which was established in 1869, has its main campus within the urban area of Dunedin. The University also has campuses in Christchurch, Wellington, Invercargill and a centre in Auckland.

The University currently has over 19,000 equivalent full-time students, enrolled over a wide range of disciplines, and is organised into four teaching Divisions: Commerce, Health Sciences, Humanities and Sciences. The Division of Health Sciences has approximately 5,600 equivalent full-time students enrolled in 2010.

The University of Otago is New Zealand’s most research-intensive university. It is also the top-ranked University for research quality.

A further source of information about the University is the University of Otago website: www.otago.ac.nz

The Division of Health Sciences and the Faculty of Medicine, University of Otago

The Division of Health Sciences of the University of Otago incorporates the Faculty of Medicine (Dunedin School of Medicine; University of Otago, Christchurch; University of Otago, Wellington; and the Otago School of Medical Sciences), the Faculty of Dentistry and the Schools of Pharmacy and the School of Physiotherapy. The University of Otago Medical School was founded in Dunedin in 1874 and, until the establishment of the University of Auckland School of Medicine in 1967, was the only Medical School in New Zealand. The University established Schools of the Faculty of Medicine in Christchurch and Wellington in 1973 and 1977 respectively to provide the range of patients and facilities required to meet modern teaching standards for an expanded intake of students. Before the establishment of these two Schools, the University of Otago had Branch Medical Faculties in Auckland, Wellington and Christchurch.
The University of Otago MB ChB is a six-year course. The Health Sciences First Year Programme provides initial studies as a foundation for entry to medical school. Annually 234 domestic students are currently selected after the Health Sciences First Year Programme or as graduate or other category entrants to enter the second year of the course. The University also provides undergraduate medical training for some international students.

The second and third year Early Learning in Medicine course is an integrated programme undertaken by all students at the Dunedin campus of the Faculty of Medicine. Students then progress, at the beginning of the fourth year of their studies, to the Dunedin School of Medicine (DSM), University of Otago, Christchurch or University of Otago, Wellington Schools of Medicine and Health Sciences for their Advanced Learning in Medicine programmes. The Trainee Intern programme in the sixth year of the course includes a three-month elective and has a strong focus on clinical apprenticeship, with increasing responsibility for patient care.

In addition to the MB ChB a wide range of postgraduate programmes are offered across the Division for medical and non-medical graduates.

**The Dunedin School of Medicine (DSM)**

The Dunedin School of Medicine provides clinical teaching input to the second and third years of the medical degree programme, and is responsible for teaching in years 4-6 for those students who remain in Dunedin.

DSM has seven Departments. These are General Practice and Rural Health, Medicine, Surgical Sciences, Pathology, Preventive and Social Medicine, Psychological Medicine, and Women’s and Children’s Health.

The fourth year course introduces advanced clinical experience in general practice, medicine, surgical sciences, public health and psychological medicine. In the fifth year, attachments are obstetrics and gynaecology, paediatrics and child health, emergency medicine, musculoskeletal medicine, rural general practice, and medicine. The sixth year course is a trainee intern year with a choice of options for practical experience, including a three-month elective period.

The Faculty of Medicine has redeveloped the undergraduate medical course to a clinically focused programme that extends clinical teaching into the 2\(^{nd}\) year and integrates basic science teaching throughout the course. Considerable work has already been undertaken in the development of the new curriculum and establishing this innovative programme will continue to be a major initiative for the Faculty across the four schools in the next few years. A new 4\(^{th}\) year curriculum was instituted in 2010 and work is ongoing to redevelop 5\(^{th}\) and 6\(^{th}\) years.

There is a close relationship between DSM and the Southern District Health Board, allowing access to patients for student teaching and learning. Dunedin Hospital, with around 400 beds, is a regional hospital serving the population of the province of Otago, and providing some services (for example, oncology and neurosurgery), for a wider area including Southland. Southland Hospital has been recently rebuilt. The new hospital of 181 beds opened in 2004. The Southern District Health Board also has rural hospitals and a comprehensive range of out-patient services. There is a regional helicopter retrieval service, and a full range of imaging services.

As well as Dunedin and Southland hospitals, clinical experience for undergraduate medical students is provided at Queenstown Hospital, at the facilities of Waitaki District Health Services (Oamaru), Clutha Health First (Balclutha), Central Otago Health (Clyde), Gore Health (Gore), the West Coast,
and in General Practices throughout Otago and Southland. There is a videoconference link to Southland Hospital in Invercargill for students on placement there. A Medical Immersion Programme is in place in 5th year.

In addition to medical students, the School is also responsible for teaching to undergraduate Science, Dental, Pharmacy, Physical Education, Medical Laboratory Science and Physiotherapy students. The biomedical science departments of Anatomy and Structural Biology, Biochemistry, Microbiology & Immunology, Pharmacology & Toxicology and Physiology are within the Otago School of Medical Sciences.

The School also provides a significant number of taught post-graduate qualifications through its departments, and has a large and growing number of research post-graduate students at Masters and PhD level. DSM staff contribute to the postgraduate specialty vocational training programmes in medicine.

The Dunedin School of Medicine has a proud history of world leading research. With the advent of performance based research funding, there is an even greater emphasis on and encouragement of research. The Dunedin School of Medicine and the SDHB have established a joint research committee with the aim of promoting and supporting research in the School, and developing overall strategic direction. Research funding is available for research projects through the School, through the central University, and from outside funding agencies.

An excellent Medical Library is housed on the first, second and third floors of the Sayers Building across the road from the Hospital. It provides access to many thousands of electronic journals, receives more than 500 print periodicals and contains some 180,000 print volumes (including off-site storage). A comprehensive range of electronic databases (including DynaMed, Clinical Evidence, Medline, Embase, PsycINFO, PsycBOOKS and PsycCRITIQUES, Cochrane Library, Scopus, Web of Knowledge (including Current Contents), CINAHL, International Pharmaceutical Abstracts, BMJ Learning) are available online on- and off-campus.

**The Department of Psychological Medicine**

*Facilities and Staffing*

The Department is housed on the first and second floors of the Fraser Building, attached by a covered walkway to the main hospital, in pleasantly refurbished and, in the main, large offices. The Department has two sections, Behavioural Sciences and Psychiatry. Teaching duties are somewhat specific to each section, although there are several activities where integrated teaching occurs. Psychiatry takes the lead role in the teaching of clinical psychiatry to undergraduates and postgraduates (via the registrar teaching programme and postgraduate papers (see below), while Behavioural Science takes the lead role in teaching health psychology, behavioural medicine, neuropsychology and communication skills.

The current staff in the Department include:

<table>
<thead>
<tr>
<th>Title</th>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>Professor</td>
<td>2008</td>
<td>Paul Glue MB ChB (Otago), MD, FRCPsych</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>2010</td>
<td>Kate Scott PhD</td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td>1980</td>
<td>Keren M Skegg MB ChB (Otago) DPM (RCP Lond and RCS Eng) FRCPsych</td>
</tr>
<tr>
<td></td>
<td>1997</td>
<td>Gavin S. Cape MB ChB(Dund) MRCPsych FAcChAM</td>
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The second and third year Medical Course is now based on five different programmes. These are Medical Science Block modules (including Behavioural Medicine), Vertical modules (including Psychological Medicine, Bioethics, Professional Development, etc), a Clinical Skills Programme, an Integrated Case Programme, and a Healthcare in the Community Programme. There are approximately 230 students in each second and third year class and the teaching material is delivered in a variety of formats including lectures, small group tutorials, workshops and clinical demonstrations. Where possible, multidisciplinary teaching is encouraged. Consultation skills’ training is a comprehensive programme that has been delivered by the Behavioural Science team. It is a practical, skills based series of tutorials using videotaped feedback procedures that link closely with a series of clinical interviews and early clinical experience within second and third year. Significant proportions of this programme are being integrated into the generic Clinical Skills Programme.

The medical curriculum is currently being redeveloped, with a new Year 2/3 curriculum implemented in 2008 and a revised Year 4 curriculum in 2010. The majority of clinical psychiatry teaching occurs in Year 4. This includes two 4-week attachments in a range of clinical attachments, along with an extensive didactic and self-directed teaching programme. Students in Year 6 receive advanced training in a range of clinical settings.

Postgraduate Teaching

The Department is responsible for the academic teaching programme for Registrars (trainee psychiatrists). The Department also provides postgraduate programmes that can be offered to non-medical health professionals (nurses and other health professionals). Papers are offered as staffing
and interest permits. These papers can be put towards a postgraduate certificate or diploma in Mental Health or can be upgraded to a Masters in Health Sciences (MHealSci) with either sixty points from papers and a dissertation, or forty points and a research thesis.

Research

The Department’s academic staff have diverse research interests, many of a collaborative nature. Currently, substantial external funding has been awarded for research studies in social psychiatry, epidemiology, and psychopharmacology. Individual Department members have additional areas of research interest and these are detailed on the University’s website. Given the research expertise of current staff and good existing and potential collaborative relationships with other departments and schools in the University, new staff will experience support and encouragement in establishing and conducting research in their areas of interest.

A substantial bequest fund exists that Departmental staff may apply to for research activities. The trust objectives include the ‘encouragement’ of research, and it is therefore available for smaller seeding grants, and well as larger projects.

Duties and Responsibilities

Academic Component

The appointee will be expected to devote at least half of their time to the academic post. They will be expected to develop and/or extend a programme of research within the area of mental health and contribute toward the teaching responsibilities which the Department carries.

The appointee must be eligible for registration as a specialist psychiatrist in New Zealand. This is a senior post and the person appointed will be expected to contribute to the Dunedin School of Medicine in an academic and administrative sense and eventually take appropriate roles within the Faculty of Medicine and the wider University.

Clinical Component

Please see Appendix 1 attached for full details of the duties for the Consultant Psychiatrist component.

Budgetary Responsibility

The Department of Psychological Medicine administers its own budgets and accounts under the overall direction of the Dunedin School of Medicine.

Qualities

Applicants should have a postgraduate research degree, an established publication record, and an active research programme relevant to psychological medicine, neuroscience or related disciplines.
Date of Appointment

January 2012

Tenure and Funding

This is a permanent position, pending completion of the Confirmation Path process.

Contact Person

Specific enquiries may be directed to Professor Paul Glue, Head of Department, Department of Psychological Medicine, Dunedin School of Medicine, Tel 03 470 3867, Email paul.glue@otago.ac.nz
CONSULTANT PSYCHIATRIST
MENTAL HEALTH SERVICES
JOB DESCRIPTION

REPORTING TO: Unit Manager

FUNCTIONAL RELATIONSHIPS
Mental Health Group Manager
Mental Health Clinical Director
Clinical Services Manager
Department of Psychological Medicine personnel
Mental Health Group multidisciplinary Units
Director, Area Mental Health Services
Other consultants
Registrars and House Officers

GENERAL OBJECTIVES

• To provide clinically appropriate care to a high professional standard in a way which is consistent with service objectives, contractual commitments, and statutory and other regulatory obligations.
• To promote and contribute to the development of services which deliver the highest quality of care for individual patients within the limits of available resources.

LOCATION

Dunedin, however travel to rural clinics may be required on a weekly or fortnightly basis.

TREATY OF WAITANGI

The Southern District Health Board (SDHB) 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.

HEALTH AND SAFETY

SDHB is committed to achieving the highest level of health and safety for its staff. All employees are expected to take initiative and identify, report and resolve issues that may cause harm to themselves or others in the organization. As an employee of SDHB, the health and safety of clients and colleagues, as well as your own, are your responsibility. You are expected to work safely at all
times, and to actively participate in health and safety programs in your area. It is expected that you will report all accidents or potential hazards to your manager.

QUALITY AND RISK

SDHB is committed to the concept of quality improvement. As an employee you are required to actively participate in quality improvement and risk management, both at a professional level and service level. You are also required to participate in Continuous Quality Improvement (CQI) and risk programmes as an integral part of your position.

KEY RESULT AREAS

The key result areas for this position are listed below. For each area the main activities contributing to successful performance are identified.

Clinical Practice:
- Within the agreed areas of clinical practice, to participate in the multidisciplinary team process, but within each team to offer leadership and assume overall responsibility for the medical care of each individual patient, including admission and discharge.
- To develop on at least an annual basis with the Unit Manager and Clinical Director a set of clinical performance objectives and criteria. Achievement towards meeting these objectives will be evaluated annually.
- To participate in systems of peer review, clinical auditing and other forms of continuous quality improvement. The candidate will be credentialled by the SDHB’s Credential Committee.
- To comply with the provisions of the Mental Health Act 1992 (and Amendment Act 1999), the relevant provisions of the Criminal Justice Act 1985 and the Alcohol and Drug Addiction Act 1966 and all organisational policies regarding patient's rights and informed consent.
- To provide clinical care which is patient-centred, promotes the dignity and respect of patients and which is both sensitive and responsive to their cultural needs.
- To ensure that all clinical responsibilities are adequately covered during periods of planned absence from duties, to provide reasonable cover for colleagues and to participate in an on call roster for consultant cover outside normal hours of work.
- To supervise the work of registrars and junior medical officers in the agreed areas of clinical practice.
- To arrange as appropriate the transfer of patients both within and beyond Southern District Health Board’s services and to provide a consultation service to other consultants within the Southern District Health Board.
- To be responsible for own professional development to ensure competence in all relevant facets of contemporary practice.
- That the employee has a professional responsibility to provide undergraduate and post graduate teaching to all health professionals of lesser skill, knowledge or experience and that this obligation includes informed instruction during routine clinical activities.
- To participate in service development, accreditation and quality initiatives as provided by the Southern District Health Board.

Service Development:
- To participate in the strategic and operational planning of the Southern District Health Board’s Mental Health Group and to provide advice and/or assistance in the utilisation of available resources.
• To promote Southern District Health Board’s Mental Health Group objectives and whenever possible, assist in the achievement of service and financial targets.

• To be involved in the ongoing development of the continuous quality improvement programmes and in the preparation and/or revision of clinical protocols.

• To assist in the professional development of registrars, junior medical officers and other staff employed in the Mental Health Service.

• To develop a profile of leadership expertise in a sub specialty of psychiatry by the preparation of reports, presentation or publication of papers, organisation of conferences or public information exercises, or an approved involvement in health services research.

Other:

• Perform other duties relevant to the Service that may be required from time-to-time.

• The Southern District Health Board is committed to the concept of Continuous Quality Improvement. All services and staff have responsibilities in this respect, both at professional and service level. As an employee of the Southern District Health Board you are required to participate in Continuous Quality Improvement as an integral part of your position.

• The Southern District Health Board is committed to achieving the highest level of health and safety for its staff. All employees are expected to take initiative and identify, report and resolve issues that may cause harm to themselves or others in the work environment.

Tangata Whenua:

• The appointee must be sensitive to the needs and unique practices of Tangata Whenua (e.g. customary healing practices) and respect the right of Tangata Whenua to be actively involved in the planning and implementation of treatment and service development.

• The appointee will ensure prompt access for Maori clients and Whanau to the Maori Services within the Southern District Health Board.

Cultural Groups:

• The appointee will have knowledge of which cultural and social groups are represented in their local community and an understanding of how to deliver services in a way, which is respectful and sensitive to specific cultural needs.

• The appointee must be sensitive to the needs and unique practices of diverse cultures and respect the right of consumers to be actively involved in the planning and implementation of treatment.

OUR VISION

The Vision of the SDHB is – “Working together to promote wellness and independence”

The SDHB, in seeking to fulfil this vision, recognises the importance of the Treaty of Waitangi and that existing services have been developed over many years by the efforts of many people, both members of the community and health care workers. We will build on their work to secure our vision.
OUR VALUES AND PRINCIPLES OF PRIORITISATION

The SDHB organisational Values are:

- **Integrity**
  - Being honest and treating all people with respect and dignity, valuing individual and cultural differences and diversity.

- **Professionalism**
  - Acting with integrity and embracing the highest ethical standards and excellence.

- **Innovation**
  - Constantly seeking and striving for new ideas and solutions.

- **Teamwork**
  - Achieving success by working together and valuing each other’s skills and contributions.

- **Responsibility**
  - Using and developing our capabilities to achieve outstanding results and taking accountability for our individual and collective actions.

SDHB will need to make choices about what health and disability support services it funds. These choices must be made within a fixed level of funding from government to meet the priority needs of the people in Otago and Southland. Making a choice to fund one service and not another service is always difficult. The process to make choices must be consistent, open and understood by the public. Therefore, the values of the SDHB are underpinned by a set of principles, which guide this decision-making process.

These are:
- Equity of access to services, i.e. regardless of income, geography, etc.
- Equity of outcomes, i.e. improving the health and well-being of those least well off.
- Value for money, i.e. obtaining the greatest health gain per dollar spent, where value for money is assessed utilising measures of health and independence gained and is also assessed “from a broad perspective” to avoid cost-shifting.
- Investing in the future, i.e. obtaining improvements in health and well-being in the future through current spending.
- Cultural appropriateness, i.e. sensitivity to the needs of Maori, sensitivity to the broader views of society and sensitivity to the needs of minority groups.
- Treaty of Waitangi, i.e. acknowledgment of the SDHB’s obligations to the principles of the Treaty.
- Ensuring sustainable, quality services, i.e. ensuring funded services are economically viable and that accepted standards of clinical practice are achieved.

These prioritisation principles are used at various levels:
- They are used at an early stage when identifying the key messages from the initial needs assessment process.
- They are used in developing the strategic objectives.
- They are used in each annual planning process.

Their repeated use encourages consistency between strategic and annual planning. It also facilitates comparison between projects identified in the annual planning process.
PERSONAL COMPETENCIES

Essential Criteria

- A Senior Medical Officer with vocational registration in psychiatry with the New Zealand Medical Council.

Experience/Knowledge

- Has a body of knowledge and expertise related to clinical service provision.
- Experience in and knowledge of clinical quality and best practice.
- Proven ability to provide professional advice to team members in relation to clinical and operational skills and practice.
- Demonstrated ability to overview the clinical/operational practice of team members to ensure the needs of both patients and the organisation are appropriately addressed.
- Excellent communication skills, with the ability to project a credible and dependable image.
- Understanding of the Treaty of Waitangi and the ability to demonstrate the key principles.
- Ability to develop rapport with others and to work effectively with multi-disciplinary teams.
- Understands the complexity of the multi-disciplinary environment.
- Actions and behaviour aligned with our organisation Vision and Values as amended over time to suit our environment.

Note: All job descriptions are subject to review and may be revised after consultation with the employee to suit changing service requirements.