Assumptions underlying the framework

- Developed to act as a guideline rather than being prescriptive
- Established to reflect the minimum requirements at each level/grading
- Need to consider the employees level of mental health experience as well as the position grading when identifying professional development requirements
- Clinical training undertaken will be dependent in part on the clinical stream/client group with whom the employee is working
- Experienced/senior staff may have clinical and/or management training needs

A note re: Performance Development Review
- Annual PDR’s are an opportunity for employees to identify professional development needs with their line manager with a senior OT present. This process provides a more planned approach to education and training requests by developing a plan in line with goals for the year ahead.
- It is intended that this document be used by employees and their managers as a resource to assist in the development of appropriate PDR goals

Components of Professional Development

Members of the Occupational Therapy (OT) profession are bound by the professional Code of Ethics (OT Australia 2001). The Code of Ethics identifies the individual’s responsibilities with regard to professional development and competence including responsibility for updating knowledge and skills, maintaining practice based on current knowledge and research (as well as developing this body of knowledge) and contributing to the profession by critical evaluation of professional practice, research and student education. [http://www.otnsw.com.au/download/NationalCodeEthics090801.pdf](http://www.otnsw.com.au/download/NationalCodeEthics090801.pdf)

Supervision

**Clinical Supervision** - All staff are to participate in individual supervision on a regular and ongoing basis. The frequency of supervision will be dependent on the therapist’s level of clinical experience and complexity of the work they undertake. Refer to

- HNE Allied Health Clinical Supervision Policy (under review)

Practice Education Supervision – it is an expectation within the HNE mental health OT profession that all staff (after 12 months experience) will commit to providing practice education placements for undergraduate students. This is deemed a relevant means for staff to provide education, while also developing their own professional and clinical skills. Completion of the NSW Practice Education Supervisors workshop is a requirement for undertaking this role.

**OT Focus groups**

Occupational therapy focus groups exist within clinical streams to provide staff with a specific opportunity to focus on clinical issues for the clients they are working with and the interventions that they utilise. Components of these focus groups include but are not restricted to, peer supervision, case review, journal reviews, resource sharing and quality improvements projects.

Current focus groups include, CAMHS, SMHSOP, Inpatient Rehab, Community Rehab, Acute care
OT Discipline Meeting / In-service program
A monthly meeting is held with all HNEMH OT’s for the purpose of providing a forum for continuing professional education and training, development/maintenance of clinical practice standards for OT, dissemination of information pertaining to the discipline of OT and the development and review of policy and procedural guidelines and best practice guidelines.

The meeting incorporates 2 components – an admin meeting and an in-service component. An in-service calendar is developed at the start of each year based on the learning needs and interest areas of the OT network. The meeting is held on the third Friday of the month from Feb – Nov (ten meetings per year).

Education and Training
Education and training requirements will be dependent upon therapist’s level of experience and clinical area in which therapist works. Components may include:

- Mandatory training
  - All new staff to complete corporate orientation.
  - All existing staff to complete mandatory training update annually
  - Training includes Fire Safety, CPR, Manual Handling/Back care, Infection Control, Cultural Awareness, Aboriginal Cultural Awareness, and PMVA. See HNEMHS Mandatory Training Matrix

- Administrative systems
  - Including – email, intranet, TAA, roster-on, IIMS, CHIME, ezi-suite, Pathlore

- Self directed learning
  - Library access, journal reviews, internet searches

- In-service education
  - Education for all staff in clinical team or profession e.g. OT in-service program, Psychiatry Grand Rounds, team based education

- Specialised stream based training
  - Including – specific therapies, practice models, clinical guidelines

- Clinical skills
  - Core skills for OT
    - e.g. group work, assessment tools, theoretical models
  - Core Skills for Mental Health
    - e.g. basic counselling skills, Mental State Assessment, suicide risk assessment, mental health literacy, MHOAT, Mental Health Act
  - Introductory skills - introductory training in specific techniques/therapies
    - e.g. motivational interviewing, CBT, DBT, ACT
  - Advanced skills - advanced skills training in specific techniques/therapies
    - e.g. CBT, DBT, ACT

  NOTE: The therapist will require a sufficient time to consolidate introductory skills before progressing to advanced skills training. Consideration also needs to be given to the relevance of the training for the client group with which the therapist is working and whether the particular therapy is consistent with and supports the model of care of the service.

- Management / Leadership training
  - Including - administrative systems, OH&S, EQuIP, project management, performance development review, communication, managing resources, change management, managing performance issues, leadership programs etc

- Profession specific education
  - Including any training specific to the Occupational Therapy profession
    - e.g.: OT New Graduates group, Hunter OT Education day, OT Australia NSW Mental Health Forum, Practice Education Supervisors Workshop, clinical supervision training
Conjoint Appointments
The HNE MH OT Profession has established strong links with the University of Newcastle. Conjoint appointments may be offered to staff at the discretion of the University. A conjoint Fellowship not only provides an opportunity for staff to contribute to the teaching and evaluation of students, but also an opportunity to enhance their own professional and personal development ie, creativity in preparation of course work, development of presentation skills via lectures and teaching skills via tutorials, enhancing clinical reasoning skills, assessing student competencies through assignment and presentation marking and exposure the most recent evidence base for practice. Conjoint appointments (if offered) need to be approved by the employee’s Line Manager and Head of Discipline to assess operational impacts and professional suitability.

Accreditation
Occupational therapists can nominate to participate in an Accredited OT Program through OT Australia. Note this program is voluntary and incurs a registration fee. For further details please refer to the OT Australia NSW website www.otnsw.com.au
Guidelines

**Level 1 positions**
Definition: Newly qualified health professionals who are developing their skills and competencies. Occupy Level 1 positions for first 3 years of practice.

These therapists are likely to require a high level of supervision including frequent access to individual supervision with an identified supervisor, participation in the new graduates support group (first 12 months), participation in OT focus groups and the monthly OT Discipline meeting. Education and training should focus on orientation to HNEMHS, specific clinical service in which employee works, partnership organisations and community services, core skills for OT, core skills for OT and mental health and education specific to the clinical stream in which the therapist works.

**New to Mental Health**
Definition: Staff who have not previously been employed in the mental health clinical stream. They may occupy various levels with regard to grading, depending on previous experience.

These staff are likely to possess core skills for OT, however will require frequent supervision re: their mental health practice, participation in OT focus groups and the monthly OT Discipline meeting. Education should focus on orientation to HNEMH, partnership organisations and community services, core skills for mental health and education specific to the clinical stream in which the therapist works. Practice Education Supervision should also be complete if not previously undertaken and any additional training dependent on position level.

**Level 2 positions**
Definition: Competent independent practitioners with at least 3 years experience.

These therapists will require regular supervision including access to individual supervision with an identified supervisor, participation in OT focus groups and the monthly OT Discipline meeting. Education and training should focus on consolidation of core skills for OT and mental health and participation in introductory training on specific therapies.

**Level 3 positions**
Definition: Experienced clinician with a recognised clinical specialty within OT who works in an area that requires high levels of clinical expertise and knowledge.

These therapists will continue to engage in regular individual supervision with an identified supervisor, participation in OT focus groups (which they may coordinate) and the monthly OT Discipline meeting. They will also provide supervision to new/recent graduates and Level 2 therapists; hence will need to have completed ‘supervision skills training’. Education and training should focus on introductory and/or advanced training on specific therapies.

**Level 4 positions**
Definition: Experienced clinician with a recognised clinical specialty within OT such that they provide a consultancy service in their specialty across an Area, geographic region and clinical network.

These therapists will continue to engage in regular, however less frequent supervision with an identified supervisor and will attend the monthly OT Discipline meeting. They are the likely facilitators of the OT focus groups and will be consultants to others re: this area of clinical specialty. They will provide supervision to new/recent graduates, Level 2 and Level 3 therapists; hence will need to have completed ‘supervision skills training’. Education and training should focus on advanced
training on specific therapies. Level 4 therapists may be in leadership and/or managerial positions, hence will require access to this type of training.

**Level 5/Level 6 positions**
Definition: Deliver and/or manage and direct the delivery of services in a complex clinical setting. Occupants of these positions may have a clinical, education, leadership or management focus or elements of all 4 of these features.

**Level 7 positions**
Definition: Managers, leaders or deputy managers of large units, teams or departments

**Level 8 positions**
Definition: Discipline Specific Director/Advisor

Level 5 / 6 / 7 / 8 positions are likely to require education and training in areas of management, leadership, project work and attendance at training specific to position.

See NSW Health Service Health Professionals (State) Award for full details of Classification of Health Professional positions

**Non-Clinical Roles aligned with the OT Profession**
Definition: These roles may include OT Assistants, Vocational Instructors, Activity Officers, and Health Education Officers. Staff in these roles provide direct patient care under the guidance of Occupational Therapy staff.

These staff are likely to require frequent access to individual supervision with an identified supervisor. Education and training should focus on orientation to HNEMHS, specific clinical service in which employee works, partnership organisations and community services and education specific to the clinical stream in which the employee works. Many of the educational needs for this group will be met through the supervision process and via the HNEH Allied Health Assistants Support Group (optional). Completion of a Mental Health First Aide course is a recommendation for staff in these roles. Cert III or IV- Allied Health Assistance, is an option for formalising staff qualifications.
Table 1 – Education and training recommendations summarised

<table>
<thead>
<tr>
<th></th>
<th>New / Recent Graduate</th>
<th>New to mental Health</th>
<th>Junior Staff</th>
<th>Experienced staff</th>
<th>Senior staff</th>
<th>Level 4 + positions</th>
<th>Non-clinical roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory Training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Administrative systems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Self directed learning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>In-service Education</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Specialised stream based training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Core skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Occupational Therapy</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Mental Health</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Introductory Clinical skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Advanced Clinical Skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Management / Leadership training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Profession specific training e.g.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
  • Practice Education Supervisors training | ✓                  | ✓                    | ✓            | ✓                 | ✓           | ✓                   | ✓                  |
  • Hunter Occupational Therapy Education and Networking Day (annual) | ✓                  | ✓                    | ✓            | ✓                 | ✓           | ✓                   | ✓                  |
  • OT Mental Health Forum (annual)    | ✓                     | ✓                    | ✓            | ✓                 | ✓           | ✓                   | ✓                  |
  • Clinical Supervision Training      | ✓                     | ✓                    | ✓            | ✓                 | ✓           | ✓                   | ✓                  |
  • New Graduates group                | ✓                     | ✓                    | ✓            | ✓                 | ✓           | ✓                   | ✓                  |
  • HNE Allied Health Assistants Support Group | ✓                  | ✓                    | ✓            | ✓                 | ✓           | ✓                   | ✓                  |

Enquiries: Please contact the Head of Discipline – Occupational Therapy on 49 151 712