Position Description

Position Title: Emergency Medicine Specialist

Service Group: Medical Cluster

Team: Emergency Medicine

Reports to: Clinical Director Emergency Services

Liaise with: Clinical Nurse Manager / ACNM Tauranga ED

Direct Reports: n/a

Authority Level: n/a

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.
Emergency Department

Tauranga Hospital is a 330-bed regional hospital servicing a growing population of over 180,000. This includes both a rural community in the Western Bay of Plenty and the urban population of New Zealand’s 5th largest city.

The Emergency Department sees a diverse case mix with 55,000 presentations per annum of which 21% is paediatric.

Emergency staffing consists of a Clinical Director whose role is to work across both Tauranga and Whakatane sites; 9.5 FTE Emergency Specialists or Senior Medical Officers, 18 RMOs, 2 nurse practitioners and 3 clinical nurse specialists.

The department has accreditation for 12 months of ACEM advanced training and has both provisional and advanced training positions for registrars. It also provides emergency medicine placements for 4th, 5th and 6th year medical students from Auckland Medical School.

The department has links with Whakatane Hospital Emergency department as its sister department.

Primary Purpose

- To support the Clinical Director of emergency medicine BOPDHB in the delivery of emergency medicine to the BOPDHB population in accordance with good governance and the care values of the BOPDHB
- To provide high quality, timely, efficient, compassionate, whanau and patient-centred care to all patients presenting to the Emergency Department
- To provide supervision and hands-on training to emergency department RMOs
- To provide supervision, education and training to ACEM trainees in accordance with the ACEM curriculum framework and standards
- To provide support and effective collaboration to the ED nursing team

Principal Accountabilities

Medical Expertise

- Demonstrate comprehensive and adaptive resuscitation and acute care skills required for the range of patient presentations of all complexities in the emergency department setting
- Recognise and expedite any specific intervention critical to resuscitation and acute care
- Rapidly determine the required investigation, treatment and disposition based on minimal initial information
- Demonstrate a sound understanding and ability to work across contemporary models of emergency care
- Recognise limits of own practice and actively seek the support of the multi-disciplinary team to achieve the best patient outcomes
• Demonstrate effective resource and staff allocation strategies in a regional emergency medicine setting
• Identify and prepare critically unwell patients requiring retrieval or transfer to a tertiary service
• Provide patient management in accordance with Emergency Services protocols/practice standards and DHB Board policies

Prioritisation and Decision-Making
• Prioritise the essential components of care of any patient within the emergency department
• Prioritise and manage the care of multiple critically unwell patients simultaneously and effectively utilize the multi-disciplinary emergency medicine team to accomplish this
• Use effective strategies to minimize risk of harm from error or sub-optimal care for any patient in the emergency department
• Demonstrate effective situational awareness in times of high department load
• Effectively communicate decision making processes with both patients and staff
• Constructively review the decisions of others to support high quality patient care and the most appropriate use of resources in a finite resource setting.

Teamwork and Collaboration
• Actively lead the oversight of the clinical floor and patient flow in a manner that prioritises both patient care as well as staff wellbeing and effective use of finite available resources
• Collaborate and communicate with the senior nursing team to optimise departmental flow and high quality patient care
• Demonstrate effective leadership of the multi-disciplinary team within the resuscitation setting
• Demonstrate proven teamwork strategies to maintain optimal patient care across the range of clinical situations encountered within an emergency department
• Ensure safe and effective patient handovers occur both within the emergency department team and between emergency department and inpatient specialty teams
• Review any concerns regarding diagnosis or management of patients by other medical staff within the emergency department in a constructive and collaborative manner
• Support trainees and junior members of staff within the emergency department team to help facilitate high quality patient care in conjunction with training and education needs
• Contribute to improving hospital systems to support best patient care through multidisciplinary collaboration
• Collaborate with whānau/carers, the patient and the wider health system to achieve the best patient and whānau-centred health outcomes.

Leadership and Management
• Demonstrate leadership skills which prioritise the provision of high quality emergency medicine within a finite resource setting
• Demonstrate expertise in leadership in both clinical and non-clinical aspects of regional emergency medicine
• Actively supervise and guide RMO staff, promoting efficiency and effectiveness of emergency services
• Demonstrate effective skills in conflict resolution
• Actively participate in development of departmental polices, systems and processes as a senior member of staff.
- Regularly participate in continuous quality improvement activities and clinical governance for the department
- Be an effective champion of the Emergency Department and its priorities
- Actively participate in individual performance reviews

**Scholarship and Teaching**
- Maintain a lifelong commitment to ongoing education and learning
- Practise and promote high-quality evidence based medicine
- Demonstrate commitment to ongoing professional and personal skills development and the development of these skills in other team members and junior staff
- Demonstrate sound judgement in the creation, translation, application and dissemination of medical knowledge
- Critically appraise own practice across the spectrum of emergency medicine through self-reflection and self-assessment to promote ongoing personal and professional growth
- Deliver timely, appropriate and constructive feedback to junior and senior staff
- Actively participate in ‘on the floor’ clinical teaching for junior medical staff, nursing staff and medical students
- Participate regularly in provision of departmental teaching program and ACEM trainee teaching programs

**Communication**
- Communicate effectively in complex circumstances with speed, accuracy, clarity and compassion
- Demonstrate expertise in a diverse range of strategies that enhance effective communication in the workplace
- Communicate effectively with the emergency department team, inpatient and allied services, patients and whanau in a manner that promotes both patient and service advocacy and optimizes interdepartmental relationships
- Demonstrate cultural competency in communication
- Provide succinct and accurate written and/or electronic documentation of patient care that facilitates ongoing care and communication with an inpatient team or primary care service.
- Provide clear and accurate written and/or verbal patient-centred information to patients and whanau at the time of discharge at a level appropriate for an individual patient's health literacy

**Health Advocacy**
- Advocate systematically for improved access to healthcare at an emergency medicine service level
- Advocate for the effective use of available health resources within a finite resource setting
- Advocate for the provision of culturally competent healthcare within the emergency department
- Advocate for the provision of care that meet the needs of vulnerable population groups
- Promote and sustain relationships with Regional Maori Health and external groups that advocate for Maori health needs and correction of health inequities.

**Professionalism**
- Role model and advocate for the Emergency Medicine profession
- Demonstrate commitment to patients, profession and society through ethical practice
Demonstrate commitment to high quality medical practice through adherence with College and MCNZ regulations
Balance ethics, culture, patient autonomy and competency to create optimal patient care
Prioritise and organize an appropriate work-life balance
Integrate techniques and external supports to mitigate burnout risk
Support and advocate for colleagues both within emergency department and the wider hospital

Key Relationships

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
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<tbody>
<tr>
<td>• EM Specialists and Medical Officers, ED senior nursing team Emergency Medicine service leadership team ED Nursing staff and administrative staff SMO staff from all Inpatient and Outpatient services Inpatient Specialty Registrars and SHO’s Allied health staff APU nursing and medical team Ambulance nursing and paramedic staff</td>
<td>• Patients and whanau General Practitioners Primary Healthcare services Tertiary referral services</td>
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Person Specification

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>• Medical Degree</td>
<td>• FACEM qualification (or equivalent qualification from UK/USA/Canada)</td>
<td>• Australasian trained</td>
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<thead>
<tr>
<th>Experience</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>• Previous experience as a Consultant/Advanced Training Registrar in EM</td>
<td>• Experience as a Consultant emergency physician in NZ/ Australia</td>
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<thead>
<tr>
<th>Values</th>
<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>• Demonstrates behaviours consistent with the BOPDHB values.</td>
<td>• Demonstrates an understanding of the health needs of Maori</td>
<td>•</td>
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</table>
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 HPCAA 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: ______________________________________________________
<table>
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<tr>
<th>Attitudes and behaviours</th>
<th>Outcome</th>
<th>Attitudes and behaviours</th>
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</thead>
<tbody>
<tr>
<td><strong>Compassion</strong></td>
<td></td>
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<tr>
<td>Cares about other people. Has empathy and understanding.</td>
<td>Cared for and respected</td>
<td>Is rude, bullies, intimidates or humiliates. Creates anxiety. Doesn’t act if someone’s dignity is suffering.</td>
</tr>
<tr>
<td>Is calm and reassuring. Protects people’s dignity.</td>
<td>Treated with respect and cultural sensitivity</td>
<td>Disrespectful, judgmental, makes assumptions about people. Gossips or talks behind people’s backs. Rough behaviour.</td>
</tr>
<tr>
<td>Treats everyone with respect regardless of their views, role or background. Value differences. Culturally competent.</td>
<td>Valued and engaged</td>
<td>Criticizes people’s efforts, takes people for granted, makes people feel undervalued, belittled or inadequate.</td>
</tr>
<tr>
<td>Notices, acknowledges and appreciates people’s efforts and achievements, gives praise, making people feel valued.</td>
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<tr>
<td><strong>All-one-team</strong></td>
<td></td>
<td></td>
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<tr>
<td>Shares knowledge and information openly and honestly, clearly explains and updates people on what’s happening.</td>
<td>Clear about what’s happening</td>
<td>Withholds knowledge and information, leaves people confused or in the dark.</td>
</tr>
<tr>
<td>Takes time to listen to others, is interested in their views. Invites people to ask questions and share concerns or ideas.</td>
<td>Listened to</td>
<td>Doesn’t listen, talks over people, dismisses or puts people down, makes decisions without consultation.</td>
</tr>
<tr>
<td>Involves patients, whānau and colleagues as equal partners. Builds teams and relationships to achieve the best outcomes.</td>
<td>Involved in a partnership model</td>
<td>Doesn’t trust or involve people in things that affect them. Excludes, overrides, micro-manages.</td>
</tr>
<tr>
<td><strong>Responsive</strong></td>
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<tr>
<td>Friendly, polite, approachable, warm. Introduces themselves. Creates a happy environment. Smiles when appropriate.</td>
<td>Positively welcomed</td>
<td>Ignores people, snappy or aggressive tone of voice or behaviours, ‘pushing’ and saying “I’m too busy”.</td>
</tr>
<tr>
<td>Shows kindness. Is attentive to people’s needs, supportive, helpful and willing. Often goes the extra mile for people.</td>
<td>Supported, so they would want to be cared for or work here</td>
<td>Passes the buck, says “it’s not my job”, unsupportive, does not take responsibility and leaves work for others.</td>
</tr>
<tr>
<td>Respects people’s time. Plans ahead and co-operates so things run smoothly. Looks for efficient ways of doing things.</td>
<td>We are flexible and efficient, and use resources wisely</td>
<td>Often late. Leaves people waiting unnecessarily or puts people under pressure with unrealistic timeframes.</td>
</tr>
<tr>
<td><strong>Excellence</strong></td>
<td></td>
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</tr>
<tr>
<td>Chooses to take a positive, will-do attitude. Looks for solutions. Uses positive words and actions to good effect.</td>
<td>Part of a positive culture of high achievement</td>
<td>A negative attitude, often moaning, complaining or grumpy. Focuses on problems.</td>
</tr>
<tr>
<td>Aims for the best results, always learning, developing skills, knowledge, and ways of doing things, and helping others to.</td>
<td>Things are always improving</td>
<td>Assumes they know best, resists change, not interested in learning or developing. Happy with ‘good enough’.</td>
</tr>
<tr>
<td>Consistently follows agreed, safe, best-practice.</td>
<td>Safe</td>
<td>Inconsistent, cuts corners, closed to new evidence.</td>
</tr>
<tr>
<td>Seeks, welcomes and gives constructive feedback, speaks up when they have a concern, coaches others’ behaviour.</td>
<td>We are role models who are open to feedback</td>
<td>Blames. Closed to feedback. By not speaking up about poor behaviour or unsafe practice they condone it.</td>
</tr>
</tbody>
</table>