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| **Job Specification; Sample Content**  **Psychologist Staff**  **(Psychologist Clinical 3689, Psychologist Counselling 3691, Psychologist Educational 3690)** | |
| **The following template provides sample content for the above role.**  **Please refer to the latest National Job Specification Template on the HSE Job Specification Repository to create your full and final version.** | |
| **Reporting Relationship** | ***For Example:***  The professional reporting relationship for clinical governance and clinical supervision will be to the Head of Discipline.  Existing accountability for day to day operational matters will continue to be to the Head of Discipline until such a time as arrangements have been finalised on a system for the management of teams. |
| **Purpose of the Post** | ***For Example:***  Provide a psychology service in line with team service plans and objectives and within established professional standards, guidelines and policy. |
| **Principal Duties and Responsibilities** | ***For Example:***  *The Psychologist, Staff Grade will:*  **Clinical / Professional**   * Be responsible for the delivery of professional psychology services appropriate to the post in line with best practice * Work within limits of professional competence in line with principles of best practice, professional conduct and clinical governance. * Work in accordance with the principles and values of recovery as described in the National Framework for Recovery for Irish Mental Health Services 2018-2020. [***Please include or delete this bullet where relevant***.] * Carry a clinical caseload appropriate to the post. * Provide psychological assessments of the client group based upon the appropriate use, interpretation and integration of data from a variety of sources including psychological tests, self-report measures, direct and indirect observation and interviews with clients, family members and / or carers. * Formulate and implement plans for psychological therapeutic intervention or management based on an appropriate conceptual framework, working in home and clinical settings as appropriate. * Exercise professional responsibility for the assessment, treatment and discharge of clients whose problems are managed using psychologically based care plans. * Communicate effectively and work in co-operation with other team members and others to ensure integrated service provision. * Be aware of and refer the service user to other services as necessary. * Contribute to and participate in inter-agency work practice and service delivery as required. * Undertake Key Worker role as required. * Initiate and participate in needs assessment and health promotion as appropriate. * Provide professional reports as required in accordance with professional standards. * Foster an understanding of the role and contribution of psychology by providing professional consultation, education, guidance and support to others as appropriate. * Attend meetings, committees and / or conferences as required. * Work in an ethical and professional manner at all times. * Promote a culture that values equality, diversity and respect in the workplace.   **Research & Evaluation**   * Utilise evidence-base literature and research to support effective practice. * Undertake appropriate research and provide research advice as appropriate. * Publish research outcomes in professionally recognised journals and share information on outcomes at professional conferences where appropriate. * Undertake project management including audit and service evaluation with colleagues within the service to help develop service provision. * Participate in evaluation of all clinical / professional activity within the post and provide such information as required by the Head of Department for the purpose of service monitoring and evaluation. * Represent a professional viewpoint in relation to nationally accepted good practice, promoting high levels of ethical standards and professional conduct. * Contribute to developments and innovative practice in psychology in the HSE.   **Education & Training**   * Participate in continuous professional development initiatives and ensure compliance with statutory registration requirements. * Be informed of advances in professional knowledge and practice. * Attend mandatory training programmes. * In collaboration with the Senior / Principal Psychologist, attend training courses as informed by service requirements and career and personal development planning. * Engage in and utilise clinical supervision effectively. * Support the education of those in postgraduate professional psychology training. * Engage in the HSE performance achievement process in conjunction with your Line Manager and staff as appropriate.   **Quality and Risk, Health and Safety Management**   * Adequately identify, assess, manage and monitor risks within their area of responsibility. * Comply with and contribute to the development of policies, procedures and safe professional practice and adhere to relevant legislation, regulations and standards. * Have a working knowledge of the Health Information and Quality Authority (HIQA) Standards as they apply to the role for example, Standards for Healthcare, National Standards for the Prevention and Control of Healthcare Associated Infections, Hygiene Standards etc.and comply with associated HSE protocols for implementing and maintaining these standards as appropriate to the role. * Support, promote and actively participate in sustainable energy, water and waste initiatives to create a more sustainable, low carbon and efficient health service.   **Administrative**   * Maintain appropriate service user records, databases and statistics in accordance with HSE requirements and local guidelines, Freedom of Information Act, Data Protection Acts and other relevant legislation. * Maintain professional standards with regard to service user and data confidentiality. * Actively participate in development and continuing improvement initiatives of psychological services in liaison with the Senior / Principal Psychologist / relevant others. * Contribute to policy development, performance monitoring, business proposals, service planning and budgetary control in conjunction with Senior / Principal Psychologist / relevant others. * Contribute to the development and implementation of information sharing protocols, audit systems, referral pathways and integrated care arrangements. * Assist in ensuring that the psychology service makes the most efficient and effective use of developments in Information and Communications Technology. * Keep up to date with organisational developments within the Irish Health Service.   **The above Job Specification is not intended to be a comprehensive list of all duties involved and consequently, the post holder may be required to perform other duties as appropriate to the post which may be assigned to them from time to time and to contribute to the development of the post while in office.** |
| **Definitions** | For the purpose of clarity the following definitions apply in the context of recruitment for psychology positions within the HSE:  **PSI Placement Accreditation Standards**  Clinical Psychology: Each trainee should spend a minimum of 60 days per placement but overall trainees should be on placement for a minimum of 390 days of the total course time.  Counselling Psychology: Trainees should have a minimum of 450 hours supervised client contact experience (accrued over a minimum period of 30 months based on at least 2 placement days per week). Students must gain client experience in at least three settings at least one of which should be in a health care setting.  Educational Psychology: Trainees should complete 120 full days practical work experience in applied settings.  **Appropriate Health Setting**  An appropriate health setting is defined in this context to be a setting which facilitates placement / clinical experience to be gained where the trainees / students have the opportunity to be supervised by an appropriate supervisor who is **working within the health setting**. The placement should include opportunities to acquire skills in assessment, formulation, intervention, evaluation and reporting with a range of clinical problems in terms of complexity and severity seen within a care group population e.g. Child (0-18) Adult, Disability (lifespan).  Statutory / public health service settings outside of the Irish State will be considered on a case by case basis.  **Post-graduate Professional Psychology Qualification**  Post Graduate qualification means satisfactory completion of a PSI accredited professional training programme in clinical, counselling or educational psychology. Applicants with non-Irish post graduate qualifications must have their qualification validated by the Department of Health.  **Supervised Placement**  A common definition of supervised clinical placement was developed based on the diverse accreditation standards pertaining to each qualification. This is defined as a period of clinical time spent under the supervision of an appropriately qualified senior psychologist. The placement must provide the opportunity to work with a range of clinical problems in terms of complexity and severity. To meet the eligibility criteria for psychology posts in the HSE all applicants must demonstrate that they have completed a placement of at least 60 days in a health setting supervised by a practitioner who fulfils PSI supervision accreditation criteria for the professional qualification in question. Counselling psychologists currently calculate placements using both days and hours. In their case, the 60 days in a health setting must comprise a minimum of 150 hours of direct client contact.  **Post-qualification**  Post Qualification is defined as time in supervised professional practice after acquiring a professional qualification in clinical, counselling or educational psychology.  **Appropriate post qualification professional work experience**  Sixty days or equivalent (60 days equates to 150 hours of supervised client contact) of clinical experience under the supervision of a more senior grade psychologist (relevant discipline of psychology applies). |
| **Report of the Psychology Review Implementation Group June 2017 – Descriptor of Appropriate Health Settings** | **Adult Psychology**  Candidates must demonstrate that they have gained at least 60 days (150 hours) supervised experience in the area of Adult Psychology.  Appropriate Health Care Setting:  The experience needs to be in health care settings which provide access to a broad range of experience with people aged 18 years and over. The candidate will need to have gained experience in the following:   * Working with clients as part of a wider multidisciplinary team involving a range of professionals e.g. Consultants/ Medical Doctors, Nurses, Social Workers, Occupational Therapists, and other health care professionals. * Working in both community (e.g. community clinic or home based intervention) with exposure to work in inpatient settings (e.g. Mental Health Commission Approved Mental Health Centre or equivalent).   Client groups within the Health Care Setting:  Within the HSE, Adult Psychology services encompass clients aged 18+ years with mild to severe mental health issues and co morbidities. Candidates:   * Must have gained experience of engaging with clients in direct therapeutic work individually, in group settings and indirectly through consultation with other professionals or liaising with family members as appropriate. * Must have gained experience of working with a range of severity of psychological presentations from mild problems requiring early intervention (e.g. adjustment issues and mild depression and anxiety) to more severe and enduring mental health issues such as Psychosis and eating disorders. * Must have gained experience in working with adults under 65 years, adults aged 65 years and over and people with co-morbid mental health and intellectual disability. * Must have gained exposure and experience of working with clients from minority groups.   Experience of Assessment and Intervention in the Health Care Setting:  Within the HSE, Adult Psychology services are required to offer a broad range of assessments which inform their own and others practice. Adult Psychologists need to have clear formulations that lead to evidence based interventions with outcome evaluation. As such candidate must have worked in health care settings where:   * They have gained experience in completing intake clinical assessments and used a range of psychometric assessments to assist in formulating and understanding of the client’s presentation. * They have gained experience of using psychometric instruments to assist with treatment planning and to review client progress overtime. These for example include assessments of personality, cognitive functional and neuropsychological assessments and more broad based inventories to measure mood, anxiety etc. * They have gained experience of using these psychometric tools to guide MDT colleagues in their work or to refer on to specialist services as appropriate. * They have gained experience in conducting risk assessments with particular reference to self-harm and suicide and child protection and vulnerable adult issues and have a clear understanding of polices managing these issues. * They have had supervised experience in the applications of evidence based models (at least 2) of therapy to assist clients in working towards recovery. * They will have experience in writing correspondence and reports to document their clients work and inform MDT colleagues and/or GPs of the outcome of their work.   **Child and Adolescent Psychology**  Candidates must demonstrate that they have gained at least 60 days (150 hours) supervised experience in the area of Child and Adolescent Psychology.  Appropriate Health Care Setting:  The experience needs to be in health care settings which provide access to a broad range and complexity of experience with both children and adolescents aged from birth to 18 years. The candidate will need to have gained experience in the following:   * Working with child and adolescent clients as part of a wider multidisciplinary team involving a range of professionals e.g. Consultants / Medical Doctors, Nurses, Social Workers, Occupational Therapists, Speech and Language Therapists and other health care professionals. * Working in a community setting (e.g. Primary Care or Child and Adolescent Mental Health Service (CAMHS) and liaising with residential care or inpatient settings (e.g. TUSLA or Mental Health Commission Approved Mental Health Centre) as required.   Client groups within the Health Care Setting:  Within the HSE, Child and Adolescent psychology services encompass clients aged from birth to 18 years with mild to severe mental health issues and co morbidities. Candidates:   * Must have gained experience of engaging with clients in direct therapeutic work individually, in group settings and indirectly through consultation with other professionals and liaising and intervening with and through family members or guardians as appropriate. * Must have gained experience of working with a range of severity and complexity of psychological presentations from mild problems requiring early intervention (e.g. adjustment issues and mild depression and anxiety) to more severe and enduring mental health issues such as childhood severe emotional dysregulation and eating disorders. * Must have gained experience in working with children and adolescents under 18 years with co-morbid mental health and intellectual disability. * Must have gained exposure and experience of working with clients from minority groups.   Experience of Assessment and Intervention in the Health Care Setting:  Within the HSE, Child and Adolescent Psychology services are required to offer a broad range of assessments which inform their own practice and the practice of others. Psychologists need to have clear formulations that lead to evidence based interventions with outcome evaluation, it is essential that candidates must demonstrate that they have worked in health care settings where:   * They have gained experience in completing psychological intake clinical assessments and used a range of psychometric assessments to assist in formulating and understanding of the client’s presentation. * They have gained experience of using psychometric instruments to assist with treatment planning and to review client progress overtime. These include assessments of personality, cognitive functional and neuropsychological assessments and more broad based inventories to measure mood, anxiety etc. * They have gained experience of using these psychometric tools to guide/advise MDT colleagues in their work or to refer on to specialist services as appropriate. * They have gained experience in conducting risk assessments with particular reference to self-harm and suicide and child protection issues and have a clear understanding of polices managing these issues. * They have had supervised experience in the applications of evidence based models (at least 2) of therapy to assist clients in working towards recovery. * They will have experience in writing correspondence and reports to document their client work and inform MDT colleagues of the outcome of their work.   **Adult Disability**  Appropriate Health Care Setting:  The experience needs to be in health care settings which provide access to a broad range of experience with people with complex disabilities aged 18 years and over. The candidate will need to have gained experience with, or in, the following:   * Working with service users as part of a multidisciplinary team involving a range of professionals which include disciplines such as, Social Workers, Occupational Therapists, Speech and Language Therapists, Psychiatrists, Physiotherapists, and other health care professionals. * Working in a variety of settings such as residential settings, family homes, respite centres, day services, cross agency experiences, so that skills are developed in the multiplicity of settings requiring input to support Adults with complex disabilities.   Client groups within the Health Care Setting:  Within the HSE and HSE funded services, Adult Disability services encompass clients aged  18+ years with mild to high support disability related supports, and co morbidities.  Candidates:   * Must have gained experience of engaging with service users with disabilities such as intellectual disability, Autistic Spectrum Disorder, physical, emotional, behavioural, and sensory related disabilities, in direct work, and indirectly through consultation with other professionals, and front line staff teams. * Must have gained experience of working with a range of severity of psychological presentations from needs requiring early intervention responses to more severe and enduring support needs. * Must have gained experience in working with adults under 65 years, and where feasible adults over the age of 65yrs. * Will have gained experience in working with adults with communication and positive behavioural support needs and needs related to their level of functional and cognitive skills. * Must have gained experience of working with service users from minority backgrounds.   Experience of Assessment and Intervention in the Health Care Setting:  Within the HSE and HSE funded services, Adult Disability services are required to offer a broad range of assessments which inform their practice. Psychologists need to have clear formulations that lead to evidence based interventions which are governed and adapted depending on need over the course of ongoing reviews with staff teams and/or families. As such candidate must have worked in health care settings where:   * They have gained experience in using a range of psychometric assessments to assist in formulating and understanding of the service user’s presentation. * They have gained experience of using psychometric instruments to assist with treatment planning and to review client progress overtime. They include assessments of cognitive and adaptive functioning and more broad based inventories to measure mood, anxiety etc. * They have gained experience in the assessment process regarding dementia screening and assessments which illustrate differential diagnostic issues to consider and associated interventions with front line staff members, and families, post diagnosis. * They have gained experience in conducting risk assessments with particular reference to vulnerable adult issues, self-harm, behaviours directed against others, and have a clear understanding of policies, procedures, and interventions to support these issues. * They have had supervised experience in the application of evidence based models including Positive Behaviour Support and the process by which a Multi Element Behaviour Support Plan (MEBS) is formulated and implemented. The have experience in using least restrictive intervention approaches and how any restrictions can be reduced and eliminated. * They have experience in the responding to the requirements placed on psychologists in Adult Disability Services via regulations associated with inspections by The Health Information and Quality Authority (HIQA) * They will have experience in writing reports, protocol, behavioural support assessments and interventions in collaboration with available multidisciplinary and frontline colleagues.   **Child Disability**  The experience needs to be in health care settings which provide access to a broad range of experience with children with complex disabilities with an age range spanning from Early Intervention (Birth to age 5/6 years) to School Age Services (Age 5/6 to 18 years). The candidate will need to have gained experience with, or in, the following:   * Working with children as a member of a multidisciplinary team involving a range of professionals which include disciplines such as, Speech and Language Therapists, Occupational Therapists, Social Workers, Early Education Specialists, Paediatricians, Physiotherapists, as well as relevant other health care professionals. * Working in a variety of settings such as preschools, schools, family homes, respite centres, including cross agency experiences, so that skills are developed in meeting needs across the range of settings required of a member of a Children’s Disability Team. * Supervised experience must be gained in services/teams who are, or will be, partners in the HSE’s national framework: Progressing Disability Services for Children and Young People.   Client groups within the Health Care Setting:  Within the HSE, Child Disability services encompass children aged from birth to 18 years with complex disabilities. Candidates:   * Must have gained experience of engaging with children with disabilities such as, intellectual disability, Autistic Spectrum Disorder, physical, emotional, and sensory related disabilities, in direct work, and indirectly through consultation with their families, other professionals, and front line staff teams. * Must have gained experience of working with a range of severity of psychological presentations from needs requiring Early Intervention (birth to aged 5/6 years) to School Age Services (aged 5/6 years to 18 years). * Must have gained experience in completing a diagnostic workup from start to completion, including being a member of a team who informs parents of the disability experienced by the child. * Must have gained experience of supports required by parents on learning of their child’s life long needs. * Must have gained experience of working with service users from minority backgrounds.   Experience of Assessment and Intervention in the Health Care Setting:  Within the HSE, Child Disability services are required to offer a broad range of assessments, including diagnostic assessments, and short and long term interventions. Psychologists need to have clear formulations that lead to evidence based interventions with outcome evaluations evident. As such, candidates must have worked in health care settings where:   * They have gained experience in using a range of psychometric assessments to assist in formulating and understanding of the child’s presentation. * They have gained experience of using psychometric instruments to assist with treatment planning and to review the child’s progress overtime. They include assessments of cognitive and adaptive functioning and more broad based inventories to measure functional needs and goals; and address any social, behavioural, and emotional needs that may be present. * They are informed of emerging referral needs in the Children’s Disability Teams, such as gender identity issues and develop skills in the assessment and intervention of mental health needs, and the associated differential diagnostic issues that arise particularly for children with ASD, syndromes, and comorbid neurological conditions, such as epilepsy etc. * They have gained experience in the assessment and intervention needs of children across Early Intervention and School Age referrals working as part of a multidisciplinary team collaborating with key partners including parents, and staff members in preschools, schools, respite locations, etc. * They have gained experience of using risk assessments to while collaborating with multidisciplinary colleagues, frontline staff, and families in supporting the child. * They have gained experience in conducting risk assessments with particular reference to child protection, self-harm, self-injurious behaviours, behaviours directed to others, and have a clear understanding of policies, procedures, and best practice interventions to managing these support needs. * They have had supervised experience in the application of evidence based models including Positive Behaviour Support and the process by which a Multi Element Behaviour Support Plan (MEBS) is formulated and implemented with regard to behavioural challenges that can be self-directed and directed towards others. * They will have experience in writing correspondence and reports to inform multidisciplinary and frontline colleague of the outcome of their work. |
| **Post specific Requirements** | **This section may be used to specify that candidates must demonstrate particular experience deemed necessary for safe and effective performance in the role**  **e.g.**   * **depth and breadth of experience in providing a service to marginalised communities** * **depth and breadth of experience of working in a High Dependency Unit in an Acute setting** * **Depth and breadth of experience of delivering concurrent, multiple projects.**   **Post Specific Requirements are not additional qualifications. It is not possible to include other qualifications in this section, without engaging in having those qualifications recognised as an essential part of the role. Essential requirements form part of the Eligibility Criteria. Eligibility Criteria must be agreed with National HR and are applied to all roles at this grade, not a job in a particular site or service.**  Any post specific requirement for individual posts will be indicated at the ‘Expression of Interest’ stage of the recruitment process.  The client populations within each care area are outlined below:   1. **Disability Child:**  * Child – Assessment & Intervention 0-18  1. **Disability Adult:**  * Adult Intellectual Disability * Adult Mental Health with an Intellectual Disability * Acquired Disability * Physical and Sensory Disability  1. **Adult Psychology Services**  * Adult Mental Health * Mental Health Older Adult (65+ years) * Mental Health with an Intellectual Disability * Primary Care Adult & Older Adult  1. **Child Psychology Services**  * Primary Care Child * Child & Adolescent Mental Health * Child & Adolescent Mental Health with an Intellectual Disability * Child Welfare & Protection * Children in Care / Residential Services  1. **Lifespan Primary Care (Child & Adult Psychology)**  * As per point 3 and 4 above. |
| **Skills, competencies and/or knowledge** | **Professional Knowledge & Experience**  *For example:*   * Demonstrates the clinical / professional knowledge to carry out duties and responsibilities of the role * Demonstrates the ability to provide safe, efficient and effective service in the area of practice * Demonstrates an ability to apply evidence based practice * Demonstrates the ability to apply a range of appropriate therapeutic interventions relevant to the service user group * Demonstrates a commitment to continuing professional development   **Planning and Managing Resources**  *For example:*   * Demonstrate the ability to plan and deliver care in an effective and resourceful manner within a model of person-centred care * Demonstrate ability to take initiative and to be appropriately self-directed * Demonstrates awareness of potential problems and flexibility in prioritising to maintain service standards * Demonstrates innovation in working within resource limitations to enhance service delivery   **Team Player**  *For example:*   * Demonstrates the capacity to work independently as well as part of a team * Demonstrates ability to work collaboratively with other disciplines * Contributes to the development of a culture of involvement and consultation within the team * Is motivated, perseveres despite setbacks and ensures that goals are achieved   **Commitment to providing a Quality Service**  *For example:*   * Treats all service users with dignity and respect and ensures that the welfare of the service user is a key consideration at all times * Regularly monitors the quality of work and continually seeks ways to improve outcomes * Is adaptable and open to change * Is aware of legislative and professional requirements to ensure appropriate standards in their area of responsibility   **Evaluating Information and Judging Situations**  *For example:*   * Gathers and analyses appropriate information to make well-founded decisions * Formulates, articulates and demonstrates sound clinical reasoning * Thinks ahead to the consequences of decisions, and considers precedence to ensure consistency * Ensures that the professional, ethical and safety factors are fully considered in decisions into which they have input * Adequately identifies, assesses, manages and monitors risk within their area of responsibility   **Communications and Interpersonal Skills**  *For example:*   * Clearly and concisely communicates the intended message to an audience in a structured, logical sequence * Tailors the communication method and the message to match the needs of the audience * Demonstrates ability to seek support in managing the expectations of stakeholders and relevant others * Demonstrates good negotiation skills and is assertive as required * Demonstrates sensitivity to issues arising from multiple stakeholders |