

## 1. Job Identification

Job Title: Occupational Therapy Assistant (Band 3) , Child and Adolescent Mental Health  
P-OT-APS-OTA1-1

Responsible to: Band 7 Occupational Therapy Team Lead / Specialist Band 6 Occupational  
Therapist

Department(s): Occupational Therapy Tier 4 Service

Directorate: Child and Adolescent Mental Health Service

Operating Division: NHS Lothian REAS

Job Reference:

No of Job Holders: 1

Last Update: October 2011

## 2. Job Purpose

The post holder will support the delivery of Occupational therapy to young people with complex and severe mental health problems who are receiving treatment from Inpatient, Day patient or Assertive Outreach CAMHS services. With the supervision, guidance and support of a registered Occupational Therapist, the post holder will be expected to implement and co-ordinate prescribed care programmes (group and individual ; both within the CAMHS facilities and in the community) and to assist in a range of patient care, administrative and housekeeping duties within the department and clinical area.

## 3. Dimensions

Contracted hours 37.5 on a fixed term

### Location

The post is based at Tier 4 CAMHS in the Melville Unit, Royal Edinburgh for Children and Young People (RHCY) on the Edinburgh Bioquarter Campus.

### Clinical Area

1. The post is based within Child and Adolescent Mental Health Service, which provides a service to children and young people experiencing mental health difficulties. This post will be based with services working with adolescents (aged 12 +)
2. The Tier 4 Service provides inpatient, intensive and specialist assessment and intervention to children and adolescents experiencing complex and severe mental health problems.
3. Intervention consists of individual and group work and may be carried out within an inpatient unit, a day service or in the community.
4. The post holder works as part of an Occupational Therapy team with input to 3 multi-disciplinary teams.

### **Staff Responsibility**

1. Occupational Therapy staffing within Child and Adolescent Mental Health Services consists of full and part-time colleagues. The post holder will receive line management and supervision from a band 6 Occupational Therapist but will work closely with and receive support from other members of the OT and multi disciplinary teams.

### **4. Organisational Position**



## 5. Role of Department

**The Child and Adolescent Mental Health Service (CAMHS)** is managed within the NHS Lothian division of the Royal Edinburgh and Associated Services (REAS). The Service comprises of outpatient, specialist and intensive services to meet the needs of children and adolescents with mental health problems in Lothian. The Tier 4 services provide inpatient, day and community outreach to children and adolescents with complex and severe difficulties who require greater support than is offered by Tier 3 Outpatient Services. Tier 4 teams currently comprise of:

- CAMHS Inpatient Unit – 12 beds for young people in Lothian, Fife and Borders
- Day Services for Children (up to age of 12) and Adolescents (aged 12+)
- Assertive Outreach Service
- Willowgrove- Day Service for adolescents in West Lothian

This post is based within the Edinburgh CAMHS Tier 4 service which includes the CAMHS Inpatient Unit, Day Services and Assertive Outreach Team.

Key responsibilities of the service -

- The provision of diagnostic formulation, appropriate assessment and treatment interventions for children and young people presenting with mental health problems, and a diverse range of complex needs, across both in-patient, day-patient and community settings.

Interventions include -

- assessment of mental state in group and individual activities
- specific occupational therapy assessments of function – with regard to self care, productivity and leisure activities.

- Service management, strategic planning and development within a defined service budget and a multi-disciplinary framework.
- Development, implementation and management of a clinical governance strategy in line with current local and national standards and guidelines.
- Working together with other clinical specialities to provide the most effective care to patients with a diverse range of clinical conditions.

## **5. Key Result Areas:**

### **6.1 Clinical:**

1. Work single-handedly facilitating group or individual work planned with registered occupational therapist within day services or community groups.
2. Develop rapport with patients to encourage and motivate their participation in activity.
3. Carry out delegated therapeutic activities with patients to develop and promote independence and well-being.
4. Assist in patient treatment when the designated OT requests support, including escorting on home assessments and community interventions.
5. Under direction of a registered OT, work effectively as a member of a multidisciplinary team in providing a programme of day or community based therapeutic activities to maximise patient care.
6. Under direction of a registered OT, undertake planned group-work and/or individual activities, contributing to continuous assessment and adjusting own clinical interventions accordingly.
7. Under direction of a registered OT to undertake group work with patients with a diverse range of needs.
8. Under direction of a registered OT contribute to OT assessments to provide feedback on patient's functional status.
9. Undertake delegated tasks, including assessment of risk, to contribute to the safe and smooth running of the service.
10. Ensure that up to date written and electronic records and activity data are maintained to comply with local, Professional and Health Service standards.

### **6.2 Professional/ Educational**

1. Be aware of and adhere to the COT Code of Ethics and Professional Conduct, and all other relevant policies and procedures to meet professional standards.
2. In line with department guidelines, review and reflect on your own practice and performance through regular participation in professional supervision and appraisal to ensure effective patient care.
3. Undertake relevant activities to meet training objectives identified with line manager/ supervisor.
4. Keep a record of training and development activities to maintain knowledge and skills.
5. Participate in the induction, training and education of students and other staff in this setting where appropriate to develop their knowledge and raise understanding of the role of the support worker.
6. Participate in the dissemination and sharing of information and skills with staff, students and volunteers.
7. Participate in in-service training and external courses to promote personal development.

### **6.3 Department management:**

1. Take responsibility for delegated departmental procedures to ensure service delivery.
2. Contribute to the maintenance of treatment areas and comply with Health and Safety guidelines, to ensure the safe use of equipment and storage of materials.
3. Attend relevant team meetings.
4. Undertake routine tasks to maintain the smooth running of the activity including background organisation and preparation for activities and maintenance of a safe working environment.
5. Maintain stock levels and advise on resources necessary to carry out patient activities.

## **7a Equipment and Machinery**

Use a wide range of equipment during therapeutic interventions. A sample of which is noted below. It should be noted that many interventions may be carried out at home or in local community venues and staff will therefore be using a wide range of equipment as expected to be found in these areas.

For assessment and treatment:

1. Manual Handling equipment: mobility aids, wheelchairs.
2. Adaptive equipment: bath seat, toilet frame, kitchen trolley
3. Domestic equipment, kettle, microwave, cooker, fridge, toastie machine, food blender, iron
4. Gardening materials, tools, plants, soil
5. Creative materials, paints, paper, glass, tiles, wood.
6. COSHH materials: glue, varnish, paint, cleaning fluid, grout.
7. Woodwork tools.
8. Sports equipment, pool table, table tennis, pitch & putt, basketball, rounders, football, badminton.
9. Musical equipment.
10. Communication equipment: PC, telephone, photocopier,
11. Transport: bus, taxi
12. Safety Devices: personal alarms, mobile phones

## **7b Systems**

1. Patient information systems (e.g. TRAK)
2. Patient notes
3. Inventories
4. Guardian angel
5. Email and internet and electronic systems – PECOS, E-KSF for example
6. Health and safety, COSHH systems
7. Petty cash and endowment cash systems
8. Risk assessments including Datix

## **8. Assignment And Review Of Work**

1. Workload is generated by the specific needs of the clinical area determined by the senior Occupational Therapist and routine work is assigned by an Occupational Therapist. Supervision is available as required. This may require working single handed.
2. Access to advice, support and professional supervision from the Senior OT is available.
3. Senior Occupational Therapist will provide initial induction, performance review and ongoing regular and direct supervision.

## **9. Decisions And Judgements**

Occupational Therapy Assistants are responsible for carrying out their own delegated duties with frequent professional and caseload supervision from an Occupational Therapist as required.

### **9.1 Clinical Care**

1. Occupational Therapy Assistants are responsible for carrying out their own treatments in a safe and effective manner. Decisions may include:
  - whether patient is fit to attend treatment at that moment and time
  - how to approach patient
  - what activities might be appropriate within a treatment specified by the Occupational Therapist and to modify these in response to patient presentation
  - when to seek support or guidance from a senior member of staff
  - what to feedback to other staff
2. Anticipate and manage patient related problems, discuss with senior OT and feedback to relevant multi-disciplinary team member.
3. Manages environment, in which clinical service is delivered, responsibly in order to ensure safety and facilitate planning and delivery of activities.

### **9.2 Delegation**

1. Prioritise delegated work and involve others as required to deliver effective treatment programme.

## **10. Most Challenging/Difficult Parts Of The Job**

1. Undertaking a physically, mentally and emotionally demanding job whilst at the same time taking care to safeguard their own health and safety as well as those of colleagues, students and patients.
2. Working with patients who may be distressed, anxious, and aggressive, have a cognitive impairment and/or communication problems.
3. Responding to changing and unplanned situations.
4. Occasionally working alone without immediate support.
5. Delegated responsibility for planning and delivery of patient related tasks in the community.
6. Work with several patients at a time with a diverse range of needs.

## **11. Communications And Relationships**

Job Holder will communicate on an ongoing and timely basis. These communications will be accurate and effective using appropriate language and terminology.

### **11.1 Patients:**

1. Modifying communication skills to respond to the needs of the patient and explaining issues in a manner suitable to the individual. Barriers to communication may arise due to patients diagnosis e.g. psychosis, autism spectrum disorder or other mental illness.
2. Utilise effective interpersonal skills to anticipate and manage complex problems and needs.
3. Feedback effectively to the team on patients' performance and progress.

**11.2 Relatives / Carers / other agencies:**

1. Provide and receive routine information regarding patient care.
2. Provide ongoing support and reassurance to relatives and carers.
3. Liaise with other agencies as relevant.

**11.3 Occupational Therapy staff / other health professionals**

1. Liaise with occupational therapy staff, and other professionals as appropriate, for the purposes of receiving guidance and advice and for the exchange of clinical and other information.
2. Share practice skills with other staff and students.

**12. Physical, Mental, Emotional And Environmental Demands Of The Job****12.1 Physical:**

1. Activities could include bending, crouching, reaching, supporting, leaning, kneeling and repetitive movements, often in confined or restricted spaces.
2. Ability to operate PC
3. Utilising hospital/public transport and taking responsibility for staff and patient safety.
4. Intense physical effort for short periods on a daily basis e.g. playing active game, pushing wheelchair, carrying creative or play equipment.

**12.2 Mental:**

1. Maintaining high levels of patient interaction on a daily basis.
2. Maintaining high levels of concentration on a daily basis.
3. Ability to deal flexibly with frequently changing situations and unpredictable events (e.g. incidents of distress, aggression or self harm, patient illness, staff absence, security alerts) and interruptions which may include assisting colleagues and requests for information.
4. Constant awareness of risk factors and contribution to risk assessment.
5. Remain calm in potentially volatile situations using skills and experience to de-escalate.
6. Prioritising demands of delegated clinical and non clinical workload.

**Emotional:**

1. Deal daily with highly distressing and emotional circumstances, including working with people demonstrating challenging behaviours, verbal and/or physical abuse and potential for self harm.
2. Ability to receive and contain information on the social circumstances and histories of children and young people who have been sexually and or physically abused, neglected, have experienced loss or trauma.

**12.4 Environmental:**

1. Working in conditions which may involve exposure to bodily fluids including sputum, vomit, urine, faeces, fleas and lice and exposure to verbal and physical aggression e.g. swearing, punching, biting, scratching, kicking.

2. Working alone without immediate Occupational Therapy support on a fortnightly basis.
3. Adapting the environment or the occupation as appropriate e.g. moving furniture (chairs/tables) to increase space.

### 13. Knowledge, Training And Experience Required To Do The Job

- Experience as an occupational therapy assistant or significant experience in a role with children and or adolescents.
- Attained or working towards attainment of HNC, SVQ or equivalent additional qualification/equivalent knowledge and skills developed through continuing personal development in relevant work.
- Ability to work single-handedly with individuals/groups within a variety of settings e.g. ward, community.
- Ability to develop therapeutic relationships with children or adolescents both within individual and group settings
- Ability to work flexibly and creatively to engage children and young people in therapy.
- Experience of sharing skills with others
- Good observation skills and ability to communicate observations to immediate and wider multi-professional team
- Good communications skills both written and verbal English with patients and those involved in patient care
- Ability to work under supervision and demonstrate a commitment to Continuous Professional Development through performance management process
- Good literacy and numeracy skills
- Good personal organisation, initiative and time management skills
- Effective team worker
- Have an awareness of health and safety issues and be able to create a safe environment for clients and co-workers

### 14. Job Description Agreement

A separate job description will need to be signed off by each jobholder to whom the job description applies.

Job Holder's Signature:

Date:

Head of Department Signature:

Date: