Research Assistant – TIK Research Team

POSITION NO 0054823

CLASSIFICATION Research Assistant

WORK FOCUS CATEGORY Research Focused

SALARY $75,289 - $102,163 p.a. (pro rata)

SUPERANNUATION Employer contribution of 17%

WORKING HOURS Part-time (0.6 – 0.8 FTE)

BASIS OF EMPLOYMENT Fixed-term position available for one year from commencement

OTHER BENEFITS http://about.unimelb.edu.au/careers/working/benefits

HOW TO APPLY Online applications are preferred. Go to http://about.unimelb.edu.au/careers, under ‘Job Search and Job Alerts’, select the relevant option (‘Current Staff’ or ‘Prospective Staff’), then find the position by title or number.

CONTACT FOR ENQUIRIES ONLY
Name: Professor Sophie Havighurst
Tel +61 3 8344 4458
Email Sophie.h@unimelb.edu.au

Please do not send your application to this contact
Position Summary

The incumbent will be employed at Mindful – Centre for Training and Research in Developmental Health, Department of Psychiatry, University of Melbourne as a Research Assistant on Tuning in to Kids® (TIK) research projects. TIK aims to teach parents skills in emotion awareness, understanding and regulation and guides parents in how to respond to children’s emotions in a way that has been found optimal for children’s healthy emotional development (see www.tuningintokids.org.au). The team have completed a number of research projects and require assistance with data analyses and writing up of the research findings for journal publications. Assistance in writing of research grant applications may also be a part of this role.

The incumbent will be responsible for undertaking all statistical analyses relevant to evaluation of the Tuning in to Kids suite of programs via use of data from Randomised Controlled Trials (i.e. from preliminary analyses through to conducting analyses that allow the testing of time by condition interactions, moderation and mediation analyses, including using multilevel analyses). The incumbent will also undertake drafting of journal papers undertaking literature reviews, work on grant applications and undertake a range of administrative duties on the research projects as directed by the Leader, Tuning in to Kids (Professor Sophie Havighurst) and the Research Manager (Dr Christiane Kehoe).

The position reports to the Leader, Tuning in to Kids, Professor Sophie Havighurst. While the services are located at Mindful in Travancore (Flemington) due to University of Melbourne current policy on working from home, the incumbent will be required to work from home for some of the time.

We foster a values-based culture of innovation and creativity to enhance the research performance of the University and to achieve excellence in teaching and research outcomes.

We invest in developing the careers and wellbeing of our students and staff and expect all our leaders to live our values of:

- Collaboration and teamwork
- Compassion
- Respect
- Integrity
- Accountability

1. Key Responsibilities

1.1 Research and Research Training

- Assist with contributing to preparation of journal papers for publication of TIK research studies.
- Contribute to tasks related to data analyses, using programs for quantitative data assessment, such as SPSS, Mplus or R, that enable conducting Multilevel Analyses Mixed Models or other modeling analyses.
- To assist the Research Manager in other tasks relating to the TIK research studies’ organisation and administration, as required.
- To perform literature searches and maintain Endnote records.
- Assist with writing research grant applications for future research studies.
Contribute to publications arising from scholarship and research, such as publication of books and in peer reviewed journals.

1.2 LEADERSHIP AND SERVICE

- Actively participate in research team meetings and, with guidance, contribute to planning activities.
- Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity.
- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

2. Selection Criteria

2.1 ESSENTIAL

- Either a Masters in research, undertaking or completion of a PhD in Psychology, or other relevant social science (such as a masters in statistics with undergraduate in psychology) discipline.
- Demonstrated skills and ability to apply research methodologies and statistical analyses using SPSS (including use of syntax to conduct analyses), R or other statistical programs that enable conducting of complex multilevel analyses such as using Mixed Models in SPSS.
- Experience in writing up research papers for publication in academic journals.
- High level of competence in reviewing relevant research literature and demonstrated use of Endnote.
- Knowledge of child development, development of problem behaviours, and environmental (e.g., parent and/or teacher) influences on these.
- Demonstrated excellent verbal and written communication skills for effective research collaboration and engagement, with proven ability to work as part of a team.
- Demonstrated ability to work in an independent manner, and to meet deadlines.
- High level organisational and research related skills including using systems to record.
- Proficient computer skills using Microsoft Office, Endnote, SPSS and other relevant statistical programs.

2.2 DESIRABLE

- Knowledge of theory in children's emotional development and the role of emotion coaching parenting.
- Familiarity with the Tuning in to Kids program.
- An interest in emotion-focused parenting interventions for preventing or treating child and adolescent mental health difficulties.

2.3 SPECIAL REQUIREMENTS
The incumbent must have a valid Working with Children Check.
The incumbent may be required to undergo a police check.

3. **Equal Opportunity, Diversity and Inclusion**

   The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

   The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University’s People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

   The University values diversity because we recognise that the differences in our people’s age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

4. **Occupational Health and Safety (OHS)**

   All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

   OHS responsibilities applicable to positions are published at:
   http://safety.unimelb.edu.au/topics/responsibilities/

   These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. **Other Information**

5.1 **MINDFUL – CENTRE FOR TRAINING AND RESEARCH IN DEVELOPMENTAL HEALTH**

   www.mindful.org.au

   Mindful – Centre for Training and Research in Developmental Health is funded by the Victorian Department of Health and Human Services and auspiced by the University of Melbourne and Monash University. It provides professional development training to the child development industry, including one- and two-year courses enrolling approximately 100 students annually.
In addition Mindful provides a full calendar of half-day to three-day training workshops in key areas such as Autism Spectrum Disorders, as well as more specialist areas such as Psychiatric Assessments for the Family Court. Mindful provides the venue and staff for Melbourne-based Tuning in to Kids® facilitator training and supervision.

Mindful is the lead agency for the early intervention studies associated with the Tuning in to Kids® suite of program, and the evaluation of these programs is the key component of Mindful research activities, including the supervision of Masters and PhD student.

5.2 THE DEPARTMENT OF PSYCHIATRY

http://www.psychiatry.unimelb.edu.au/

The Department of Psychiatry at the University of Melbourne was established in the 1960s. It is one of the largest Departments in the Melbourne Medical School. There are about 120 academic and professional staff, 140 honorary staff and 50 students pursuing research degrees from Honours, Masters, and PhD programs. A further 240 students are enrolled in graduate coursework programs, including the flagship Master of Psychiatry program. The Department plays a key role in the medical curriculum of the graduate Doctor of Medicine (MD) program, providing rotations in psychiatry for medical students and teaching in other sections of the course. The Department also offers opportunities for students undertaking research projects in the MD course.

The Department is located across a broad reach of Melbourne. It has teaching and research units at Austin Health, St Vincent's Health, and within NorthWestern Mental Health: the latter includes units at Royal Melbourne Hospital, Sunshine Hospital, and Northern Hospital. The Department also has units at two private hospitals: Albert Road Clinic (Ramsay Health Care) and The Melbourne Clinic (Healthscope).

The Department has a number of specialist clinical research units, comprising the Academic Unit for Psychiatry of Old Age, Melbourne Neuropsychiatry Centre, Phoenix Australia (Centre for Posttraumatic Mental Health), and the Psychosocial Research Centre.

The Department’s research focuses on improving our understanding and treatment of mental health disorders. It covers a broad range of psychiatric research, including prediction and biomarker research, neuropsychiatry, psychopharmacology, neuroimaging, psychosocial research, economic evaluation, ethics, psychiatric epidemiology, and mental health service delivery.

5.3 MELBOURNE MEDICAL SCHOOL

https://medicine.unimelb.edu.au

Established in 1862, Melbourne Medical School (MMS) in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne is the oldest medical school in Australia. It is internationally renowned for global leadership in teaching and training, health research, policy and practice. The School is ranked 14th in the world (Times Higher Education World University Rankings 2020 for clinical, pre-clinical and health), has strong academic partnerships and ground-breaking collaborative research programs with leading public and private hospitals, as well as leading medical research institutes and centres in Australia and internationally.

MMS is committed to working with the communities we serve to improve health and advance health care. We will do this through our teaching, learning, research, clinical care and advocacy.
With thirteen clinical departments (Baker Department of Cardiometabolic Health, Clinical Pathology, Critical Care, General Practice, Medical Education, Infectious Diseases, Medicine, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Radiology, Rural Health and Surgery) the MMS has more than 900 academic and professional staff members at our Parkville campus or embedded within health services throughout metropolitan Melbourne and rural Victoria. MMS staff are privileged to work alongside more than 2400 honorary appointees from the health sector who tirelessly contribute their time, knowledge and clinical expertise to the education of our students. The School has partnerships and research collaborations across the 30 partner organisations in the vibrant Melbourne Biomedical Precinct, as well as national and international partnerships.

MMS delivers a suite of health-related graduate programs including the Doctor of Medicine (MD), the School’s flagship program. It was the first Masters level entry-to-practice medicine qualification developed in Australia, setting a new benchmark in medical education.

MMS is committed to improving community wellbeing through the discovery and application of new knowledge. With annual research income of $95 million, the School’s research effort is highly collaborative, spanning basic and translational research. MMS has over 500 higher degree by research candidates.

School staff members also lead and participate in public debate and advocacy around key health issues and policy based on the MMS values of commitment, integrity, compassion, respect and service.

Under the leadership of Professor John Prins, MMS is undertaking exciting new developments, including a major review of the MD curriculum, an emphasis on the clinician-scientist career trajectory (in partnership with affiliated hospitals, medical research institutes and foundations), and a reinvigorated focus on clinically relevant research.

Commencing in 2022, the MD redesign will allow students to build their own unique medical degree. Practical time in clinics and research options will start in the first year. The core units will be available online, allowing flexibility. And discovery subjects will offer a chance to explore a wide range of topics or deep dive into a future specialty including the choice to learn extra skills and even take part in a joint degree.

These initiatives are being enhanced by a number of recruitment opportunities (through retirements, resignations and recent funding acquisitions) for a range of leadership positions across the School. These positions present a wonderful opportunity for appointees to help drive the strategy, growth and continued excellence of Australia’s leading medical school.

5.4 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry & Health Sciences has an enviable research record and is the University of Melbourne’s largest faculty in terms of management of financial resources, employment of academic and professional staff, teaching of undergraduate and postgraduate (including research higher degree) students and the conduct of basic and applied research. The Faculty’s annual revenue is $628m with approximately 55% of this income related to research activities.

The Faculty has a student teaching load in excess of 8,500 equivalent full-time students including more than 1,300 research higher degree students. The Faculty has approximately 2,195 staff comprising 642 professional staff and 1,553 research and teaching staff.
The Faculty has appointed Australia’s first Associate Dean (Indigenous Development) to lead the development and implementation of the Faculty’s Reconciliation Action Plan (RAP), which will be aligned with the broader University – wide plan. To enable the Faculty to improve its Indigenous expertise knowledge base, the Faculty’s RAP will address Indigenous employment, Indigenous student recruitment and retention, Indigenous cultural recognition and building partnerships with the Indigenous community as key areas of development.

5.5 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia’s premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at http://about.unimelb.edu.au/careers.

5.6 ADVANCING MELBOURNE

The University’s strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University’s commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne’s academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.
5.7 **GOVERNANCE**

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at http://www.unimelb.edu.au/governance