



POSITION DESCRIPTION

Melbourne Medical School
Department of Rural Health

Associate Lecturer in Rural Placement Education (Wangaratta)

POSITION NO	0050249
CLASSIFICATION	Level A
WORK FOCUS CATEGORY	Teaching Specialist
SALARY	\$73,669 - \$99,964 p.a. (pro rata for part time)
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Part-time (0.6 – 0.8 FTE)
BASIS OF EMPLOYMENT	Fixed term until 31 December 2021
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 , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Keryn Bolte Tel +61 3 5823 4525 Email keryn.bolte@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The Department of Rural Health supports the University Department of Rural Health (UDRH) programme. The UDRH programme has key targets in supporting a significant number of university students studying health degrees to undertake a rural placement within the UDRH footprint. The Going Rural Health team in the UDRH works in diverse ways to ensure students from a range of different universities and studying different health disciplines have a quality rural placement experience. Key to this is to ensure educational support, supervision and resources are available to students. This role designs and develops innovative educational resources, modules and workshops and delivers these to students, supervisors and others involved with the rural clinical placements. This includes travel across rural regions, providing educational workshops in diverse settings and developing educational resources to enhance the Going Rural Health student programme. Supporting students, monitoring their progress with their learning goals, and reviewing and evaluating placements are also part of this role.

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 TEACHING AND LEARNING

- ▶ Design and develop new and innovative approaches to education using diverse delivery modes for students undertaking a rural clinical placement
- ▶ Design and develop, support, maintain and promote accessible educational resources for Going Rural Health students and supervisors
- ▶ Deliver education, training, educational resources and online modules to students undertaking a rural clinical placement
- ▶ Deliver education, training and resources to supervisors and placement providers aimed at improving student supervision and support
- ▶ Ensure Going Rural Health placements meet the learning needs of students from diverse health disciplines and universities
- ▶ Develop student learning opportunities for Going Rural Health students, such as tutorials, clinical activities, simulation exercises and innovative educational approaches
- ▶ Contribute to student supervision where required

1.2 RESEARCH AND RESEARCH TRAINING

- ▶ Employ evidence based approaches to education, teaching and student placements

- ▶ Monitor, review and evaluate education provided by Going Rural Health with the academic assigned to give support
- ▶ Present models of Going Rural Health education at health conferences in Victoria and Australia
- ▶ Write papers for publication about the Going Rural Health student education

1.3 LEADERSHIP AND SERVICE

- ▶ Develop strong partnerships with educators in the health services in the local region
- ▶ Engage with universities and their departments and student placement staff to promote rural placements
- ▶ Ensure educational programs are well integrated and promoted across Going Rural Health
- ▶ Promote rural placements and the Going Rural Health programme in settings identified as effective
- ▶ Support Going Rural Health to develop new initiatives and undertake team activities
- ▶ Contribute to the Going Rural Health report bi-annually, ensuring all activities are reported on
- ▶ Actively participate in and contribute to UDRH meetings and GRH meetings in meaningful ways

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Qualification in a nursing or allied health discipline
- ▶ Experience in providing education or training sessions to nursing or allied health students or professionals
- ▶ Experience in student support, individual mentoring and/or one-on-one education
- ▶ Experience in developing curriculum and education to address specific clinical needs
- ▶ Demonstrated innovation in nursing and allied health education
- ▶ Commitment to working in multidisciplinary settings and adopting interprofessional approaches
- ▶ Demonstrated competency working with Aboriginal and/or Torres Strait Islander people and communities in Australia
- ▶ Knowledge of rural nursing and rural allied health workforce issues in Australia
- ▶ Demonstrated experience in the development of partnerships with local health, education and other stakeholders
- ▶ High-level interpersonal, written and verbal communication skills

2.2 DESIRABLE

- ▶ A postgraduate qualification in education (e.g., clinical education)
- ▶ A postgraduate qualification in nursing or allied health
- ▶ Lead the development of new curriculum, courses, subjects or training modules
- ▶ Experience in evaluation or research

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/people/community/responsibilities-of-personnel>

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

5. Other Information

5.1 DEPARTMENT OF RURAL HEALTH

<http://www.ruralhealth.unimelb.edu.au/>

The School of Rural Health was established in 1999 and became the Department of Rural Health in 2010 when it was incorporated into the Melbourne Medical School. In 2015, the Centre was renamed the Department of Rural Health (DRH), Melbourne Medical School. It currently incorporates the Australian Government Department of Health and Ageing designated 'University Department of Rural Health' (1998) and the Rural Clinical School (2001). The Department attracts the majority of its funding from the Commonwealth Department of Health and Ageing through programs aimed at establishing a rural-focused national network of medical and health professional training. The Department enables undergraduate health professionals to undertake a significant period of their training in rural environments, and provides rural communities with greater access to teaching and research facilities and greater clinical support.

The Department of Rural Health's largest campus is at Shepparton, in buildings adjacent to Goulburn Valley Hospital. It has other major campuses at Ballarat, working closely with Ballarat Health Services, and at Wangaratta, with Northeast Health Wangaratta.

Rural Health programs include:

Rural Clinical School (RCS) – one of six University of Melbourne clinical schools developed to teach 25% of students for at least 1 year of their clinical training. The RCS takes approximately 60 Commonwealth supported students each year. Within these numbers the Extended Rural Cohort (ERC) is comprised 30 students per year recruited from Northern Victoria who spend their entire clinical training time at the RCS.

Australian Government Department of Health and Ageing designated 'University Department of Rural Health' (UDRH) – a multidisciplinary, population health-based approach involving partnerships with a range of health providers underlies teaching and research activities. A three week rural health module is compulsory for all University of Melbourne medical students and student placements are organised for medical and allied health students. The UDRH assists the La Trobe University School of Nursing in the delivery of a Bachelor of Nursing Science course in the Shepparton region. Aboriginal health activities are undertaken in partnership with the local Aboriginal community.

The Department of Rural Health also houses the Centre of Excellence in Rural Sexual Health (CERSH) which was established in March 2009.

5.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

www.mdhs.unimelb.edu.au

The Faculty of Medicine, Dentistry and Health Sciences (MDHS) plays a vital role in the delivery of the University of Melbourne's Strategic Plan 2015-2020: Growing Esteem by providing current and future generations with education and research equal to the best in the world. It is Australia's largest and leading biomedical research faculty. It employs more than 1,700 members of staff, has more than 8,000 students, and total revenue of \$607 million for 2015. Reflecting the complexity of today's global health landscape, the Faculty is made up of six different Schools and four Strategic Research Initiatives, and draws together all areas of human health, ranging from the most basic to the most applied areas of research. The Faculty contributes close to 50 per cent of research conducted at the University.

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.

5.3 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>.

5.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

5.5 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>