



## POSITION DESCRIPTION

Faculty of Medicine, Dentistry and Health Sciences  
School of Health Sciences  
Department of Nursing

### Consumer Academic - Coordinator

<b>POSITION NO</b>	0053767
<b>CLASSIFICATION</b>	Lecturer Level B
<b>SALARY</b>	\$119,231 - \$141,581 (pro rata for part-time)
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	Part-time (0.6 FTE)
<b>BASIS OF EMPLOYMENT</b>	Continuing (Research contingent)
<b>OTHER BENEFITS</b>	<a href="https://about.unimelb.edu.au/careers/staff-benefits">https://about.unimelb.edu.au/careers/staff-benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	A/Prof Bridget Hamilton Tel +61 417570970 Email <a href="mailto:bh@unimelb.edu.au">bh@unimelb.edu.au</a>  <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](http://about.unimelb.edu.au/careers)

## ***Acknowledgement of Country***

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

## ***Position Summary***

The appointee will be an experienced consumer perspective leader with skills in research and evaluation, demonstrated experience working from a consumer perspective and a record of working collaboratively in interdisciplinary teams in the field of mental health. The role emphasis is on leadership and service for a program of teaching and research work.

Located within the Centre for Mental Health Nursing (CentreMHN) in the Department of Nursing, School of Health Sciences at the University of Melbourne, the appointee will lead the Consumer Academic Program to ensure the successful delivery of consumer perspective teaching, evaluation research and consultancies and provide consumer perspective leadership on the wider CentreMHN workplan and initiatives. The CentreMHN's workplan is negotiated with the Victorian Government Department of Health and the current Funding and Service Agreement is settled for 2024-2027.

The appointee will lead academic projects focused on consumer perspective contributions to mental health nursing and interdisciplinary team practices and also on projects providing direct support to consumer workforce and practices. These projects may include: workforce training and curriculum design related to policy implementation, and competitive tendering for evaluation research of lived experience workforce initiatives and mental health nursing focussed practice initiatives. The appointee will have the opportunity to access academic supports, mentoring and professional development to support their success in the role.

### ***1. Key Responsibilities***

#### **1.1 TEACHING & LEARNING**

- Co-ordinate projects related to the development of curriculum for mental health workforces.
- Engage as necessary with relevant organisations involved in education and training activity across workforce development initiatives including Lived and Living Experience Workforces (LLEWs)
- Contribute to the development of the consumer perspective discipline and development of teaching and learning activities, where relevant

## 1.2 RESEARCH

- Manage health services research projects from design to reporting.
- Engage as necessary with relevant organisations involved in research and evaluation activity across relevant initiatives
- Contribute as a Consumer Academic partner within an interdisciplinary research team
- Present or co-present related conference and seminar papers

## 1.3 SERVICE AND LEADERSHIP

- Contribute to recruitment and orientation of Consumer Academic staff
- Lead team/s established for projects
- Champion the consumer perspective discipline and strategic vision within the CentreMHN, and to other Departments and Schools within the Faculty and the University
- Provide consumer perspective discipline and academic mentorship to CentreMHN consumer academics engaged in project work and supporting CentreMHN team capability in coproduction methods
- Respond and contribute to policy development initiatives, for example by participating in relevant committees and expert panels
- Positively engage in learning and academic career development of self and others
- Effectively demonstrate and promote University values including diversity and inclusion and high standards of ethics and integrity
- Meet 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

- Lived Expertise in the form of personal experience; deep discipline knowledge informed by consumer led research and teachings as well as collective knowledge of universal lived experiences
- Lived experience of using public sector mental health services as a consumer and/or experience of inability to access services
- Evidence of leadership role and collegiate relationships within the consumer movement, including an ability to build and maintain relationships with key stakeholders (internal and external) and work collaboratively
- At least 3 years' experience in one of the following areas of consumer perspective work: mental health peer support practice, consumer consultancy, consumer advocacy, consumer teaching, consumer research
- Experience and skills in project management, including ensuring timely outputs/written reports and supervising the work of others
- Knowledge of and experience working in interdisciplinary teams, using co-production
- Demonstrated critical/reflective thinking and writing skills, including an awareness of one's own beliefs and recognising consumers' multiple ways of understanding experiences

- ▶ Relevant qualifications or well developed skills to support teaching and/or research activity in an academic setting

## 2.2 DESIRABLE

- ▶ Experience of utilising consumer perspective across a range of contexts (eg committees; training; supervision; research; providing peer support; advocacy; facilitation; presenting)
- ▶ Relevant experience or training in areas such as: curriculum development; teaching in adult educational/training settings; participatory approaches to research & data collection; research ethics
- ▶ Research qualification or intention to pursue research higher degree
- ▶ Familiarity with teaching, research and communications software eg teams, blackboard/canvas, endnote, nvivo, spss
- ▶ Driver's license

## 2.3 OTHER JOB RELATED INFORMATION

- ▶ This position requires the incumbent hold a current and valid Working with Children Check. The University of Melbourne is dedicated to safeguarding the welfare of all community members, especially those most vulnerable. As part of our commitment to child safety and in line with the Victorian Child Safe Standards, this position will be required to hold a valid Employee WWCC, regardless of where in the University an employee may work or what work they do.

## 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 Advancing Melbourne strategy that addresses 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 Advancing Melbourne.

## 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:

<https://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 NURSING

[www.nursing.unimelb.edu.au](http://www.nursing.unimelb.edu.au)

Since 1999 the Centre for Mental Health Nursing has been a government funded academic centre within Nursing at the University of Melbourne. It exists to support and develop the Victorian mental health nursing workforce. The CentreMHN achieves this aim through collaborations with the Chief Mental Health Nurse and her office, mental health nurses in the sector, consumer academics and other academics in and beyond this University.

In July 2009, Nursing became a Department of the School of Health Sciences, in the Faculty of Medicine, Dentistry and Health Sciences. Nursing was established within the Faculty of Medicine, Dentistry and Health Sciences in 1996. The philosophy of nursing at The University of Melbourne is that clinical practice and practice-based research are integral to the educational preparation of all nurses at all levels of professional practice.

Since 2008 the qualifying degree in Nursing at The University of Melbourne has been a Master of Nursing Science and is open to graduates from a range of undergraduate degree programs. The Department also offers 8 specialist Graduate Certificate courses, 1 Graduate Diploma course and 4 Advanced Practice courses (including the Master of Advanced Nursing Practice Nurse-Practitioner). There are 5 programs of research including: cancer, emergency and critical care, infant and child health, chronic disease and care across the lifespan and mental health. The mental health postgraduate curriculum includes the consumer produced subject, *Consumer Perspective: Theory & Practice* (<https://handbook.unimelb.edu.au/2019/subjects/nurs90018>), as a core subject.

### 5.2 SCHOOL OF HEALTH SCIENCES

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

Established in 2009, the Melbourne School of Health Sciences is an inter-professional learning community at the forefront of leadership in health sciences education, clinical research, scholarship, professional practice, workforce training and knowledge exchange that contributes to local, national and global efforts to improve health and wellbeing. The Health Sciences School educates graduate entry and post-graduate students in the disciplines of Nursing, Social Work, Physiotherapy and other non-medical health sciences through accredited programs tailored to workforce needs nationally and internationally. It provides national and international health sciences students with professional training to enable them to be competent and effective health professionals who are work ready, eligible for registration and, in the case of Physiotherapy, primary contact practitioners. It also delivers professional education courses and training for the health sciences professions and builds strong relationships and active programs of interaction with the alumni in each discipline. A key aim is to continue to build effective

collaborations with clinicians, patients, the healthcare sector, the research community, governments, industry partners and communities in Australia and internationally.

The School currently comprises approximately 60 full continuing academic staff and 30 continuing professional staff as well as more than 200 sessional and contract staff. In addition, there are more than 200 honorary appointments within Health Sciences.

The School has a student teaching load in excess of 1,000 equivalent full-time students including more than 100 research higher degree students.

Further information about School of Health Sciences is available at:  
<http://www.healthsciences.unimelb.edu.au>

### 5.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

<https://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.

### 5.4 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>

### 5.5 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.

## 5.6 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 <https://about.unimelb.edu.au/strategy/governance>