

Position Description

Teaching Focussed – Lecturer, Clinical Psychology

Position No:	TBA
Department:	Psychology and Counselling
School:	Psychology and Public Health
Campus/Location:	Flexible - Melbourne (Bundoora), Bendigo
Classification:	LEVEL B – Lecturer, Teaching Focussed
Employment Type:	Fixed Term, Full-time (or part-time by negotiation)
Position Supervisor:	Head of Department, Psychology and Counselling
Number:	50032231
Other Benefits:	http://www.latrobe.edu.au/jobs/working/benefits

Further information about:

La Trobe University - <http://www.latrobe.edu.au/about>

College of Science, Health and Engineering – <http://latrobe.edu.au/SHE>

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Position Description

Position Context

The Department of Psychology and Counselling is recognised as a leading authority in many areas of psychology, including clinical psychology, neuropsychology, social psychology, cognition, developmental psychology, and behavioural neuroscience, affirmed by achieving a ranking of 4 (above world standard) in Psychology research and 5 (well above world standard) in Neuroscience research in the Excellence in Research Australia (ERA) assessment. Members of the Department are key contributors to La Trobe's research performance. The Department has a dynamic higher degree program in a range of areas, with large numbers of Honours, Masters and PhD students from Australia and overseas.

The Department offers a flexible range of postgraduate and undergraduate courses by which it aims to improve the health and wellbeing of individuals and communities through excellence in teaching and research. The postgraduate Professional Psychology program (5+1) and the professional specialist Masters in Clinical Psychology and Clinical Neuropsychology, are designed for postgraduate students who wish to pursue careers in professional psychology. These courses are very well established and have relevant external accreditation and partnerships with a range of health service providers. The La Trobe University Psychology Clinic, within the School of Psychology and Public Health, serves as a community clinic with the purpose of providing high-quality training for professional psychology postgraduate students.

The Department operates across multiple campuses and locations, including Melbourne (Bundoora), Bendigo, Albury-Wodonga, Mildura and Shepparton. The postgraduate professional specialist programs are currently offered only at Melbourne (Bundoora), and the Master of Professional Psychology (5+1) at Bendigo. HDR students can be based at any campus, subject to supervisor availability. Staff from all campuses work closely with each other, and with associated Centres based both within the School and within the broader College. These Centres provide a vehicle for research activities, evidence-based intervention programs, training opportunities and collaboration between community services and research centres and universities in Australia and overseas.

The University has longed worked in partnership with health and community services, including community health centres, mental health facilities, private hospitals and clinics, and DHS funded human service facilities. Recently the University has moved to further strengthen these partnerships with the launch of an Academic and Research Collaborative in Health aka the ARCH (formerly the Academic Research Network). The Collaborative is a partnership of nine leading Victorian healthcare providers and La Trobe University that is made possible through strong partnerships in research, training and teaching that have developed over decades.

Level B – Lecturer (Teaching Focussed)

A Level B academic with a teaching focussed appointment will work without the need for close supervision and is expected to develop curriculum, coordinate subjects, teach and support students as they learn. In addition, a teaching focussed academic will support the administrative functions of the discipline as well as undertake scholarly work relevant to the development of learning and teaching in their discipline or professional field. A teaching focussed academic is expected to demonstrate teaching excellence in keeping with the La Trobe Teaching Excellence Principles and maintain a track record of excellence as evidenced by Student Feedback on Teaching (SFT) surveys, peer-feedback on teaching and through other evidence-based measures. Further, a level B teaching focussed academic will co-ordinate and/or lead the activities of other staff, as appropriate to learning and teaching in the discipline.

A teaching focussed academic is expected to participate regularly in gathering and monitoring of student feedback through Student Feedback on Teaching surveys and will normally receive high

teaching results relative to their peers. At least once a year they will also undertake to have their teaching peer-reviewed as part of a commitment to scholarly teaching practice.

Duties at this level may include:

- Design, coordinate and teach subjects and courses, including clinical psychology, which provide a high-quality learning experience that engages undergraduate, honours and postgraduate students.
- Design innovative and effective curriculum which reflects developing best practice nationally and internationally, utilising various methodologies including online and blended learning.
- Demonstrate a scholarly approach to learning and teaching by contributing to La Trobe's Scholarship of Learning and Teaching (SoLT) including sharing of good practice.
- Provide leadership and mentoring to others in subject or course level curriculum design and development and delivery of teaching.
- Effectively liaise with the Psychology profession, clinical agencies, and the wider health service and human services fields to ensure high quality placement experiences for postgraduate students of Clinical Psychology.
- Identify placements for Clinical Psychology postgraduate students that meet the requirements of accrediting bodies and, with the support of the College Placement team, negotiate arrangements for supervised placement.
- Provide constructive, fair and timely feedback on learning to students.
- Initiate, and participate in innovative subject and course level curriculum design, development and review in areas such as, but not restricted to, clinical teaching, taking an evidence-based approach to evaluate how these initiatives improve the student experience.
- Prioritise the embedding of employability capabilities in the curriculum.
- Participate in La Trobe Learning and Teaching conferences, colloquia or workshops.
- Lead and implement teaching improvement projects at subject, course or discipline level.
- Provide mentoring to other academics on good teaching practice.
- With mentoring support, as appropriate, obtain funding from internal or external sources for teaching improvement projects.
- Co-supervise or, where appropriate supervise Higher Degree by Research (HDR), honours and postgraduate students, and provisional psychologist postgraduate students in the La Trobe Psychology Clinic.
- Continue to develop professional practice skills, knowledge and expertise.
- Contribute to knowledge transfer and to building relationships at a local level; represent discipline/program or school at external events.
- Perform allocated administrative functions effectively and efficiently.
- Serve on committees at the school or course level and contribute to committees at the Department, School or College level as required.
- Undertake other duties commensurate with the classification and scope of the position as required by the Head of Department or Head of School.

Key Selection Criteria

ESSENTIAL:

- PhD or equivalent accreditation in Psychology, or a related discipline, and standing recognised by the University/profession.

- Professional qualification for providing casework supervision of Clinical Psychology postgraduate students, including:
 - Registration as a psychologist with the Psychology Board of Australia;
 - Endorsement as a Clinical Psychologist or eligibility for endorsement;
 - Membership or eligibility for membership of the Australian Psychological Society (APS) and the APS College of Clinical Psychologists;
 - Approved or eligible for approval as supervisor at the higher degree program level, by the Psychology Board of Australia.
- Demonstrated effectiveness in teaching, curriculum development and subject coordination in face-to-face, blended and/or online modes, as evidenced by sustained high results on student feedback on teaching surveys, teaching excellence awards or through other forms of evidence.
- Demonstrated ability to influence the teaching practice of others and to engage with the Scholarship of Teaching and Learning.
- Demonstrated record of achievement as a leading practitioner with a reputation for skills, knowledge and expertise at a state/national level.
- Demonstrated ability to supervise, or co-supervise, honours and postgraduate students.
- High level organisational skills with the ability to set priorities, meet deadlines, initiate and follow-up actions, all with minimal or no supervision.
- High level oral and written communication skills, including the ability to interact effectively with people from a diverse range of backgrounds.
- Demonstrated ability to work collaboratively and productively with staff and students from a diverse range of backgrounds.
- Evidence of the ability to work as a member of a team in a co-operative and collegial manner.
- Demonstrated capacity to build relationships with external organizations/agencies and/or the community.

DESIRABLE:

- Substantial experience in evidence-based cognitive behavioural therapy approaches.
- Experience in teaching psychopathology
- Record of research student supervision relative to opportunity.
- Ability to produce outputs related to the Scholarship of Learning and Teaching.
- Graduate Certificate in Higher Education or similar evidence of professional preparation for, and continuous professional development in, higher education teaching.

Other relevant information:

- While the position will be based at one campus, the incumbent may occasionally be allocated teaching which requires them to travel to other campuses.
- The position description is indicative of the initial expectation of the role and subject to changes to University goals and priorities, activities or focus of the job.

Essential Compliance Requirements

To hold this La Trobe University position the occupant must:

- hold, or be willing to undertake and pass, a Victorian Working With Children Check; and
- take personal accountability to comply with all University policies, procedures and legislative or regulatory obligations; including but not limited to TEQSA and the Higher Education Threshold Standards.

La Trobe Cultural Qualities

Our cultural qualities underpin everything we do. As we work towards realising the strategic goals of the University we strive to work in a way which is aligned to our four cultural qualities:

- We are **Connected**: We connect to the world outside — the students and communities we serve, both locally and globally.
- We are **Innovative**: We tackle the big issues of our time to transform the lives of our students and society.
- We are **Accountable**: We strive for excellence in everything we do. We hold each other and ourselves to account, and work to the highest standard.
- We **Care**: We care about what we do and why we do it. We believe in the power of education and research to transform lives and global society. We care about being the difference in the lives of our students and communities.

For Human Resource Use Only

Initials: Date:

APPENDIX

The Scholarship of Learning and Teaching (SoLT) at La Trobe

Purpose

La Trobe is committed to an outstanding student experience and to excellence in learning and teaching. To this end, we have introduced teaching-focussed positions to enable academics the flexibility to focus on learning and teaching (for a period of time, or for the longer term) and to chart a career path that recognises and rewards excellence in scholarly approaches to learning and teaching.

Teaching-focussed academics are expected to demonstrate excellence in the practice of teaching which includes engaging students in high impact learning experiences and/or the scholarly leadership of teaching and curriculum development, in line with the La Trobe Teaching Excellence Principles. Staff in these roles are also expected to align their practice with the strategic directions of the University in relation to learning and teaching. We are committed to an outstanding student experience across all aspects of the student lifecycle; assessment for learning; student employability and an industry-informed curricula; and innovation including through the use of technologies, to engage students in learning.

For the purposes of workload allocation, teaching-focussed academics are also expected to engage in the Scholarship of Learning and Teaching (SoLT). This paper seeks to clarify the definition and expectations of SoLT at La Trobe.

Background

The term 'Scholarship of Teaching and Learning' (SoTL) was popularised by the work of Ernest Boyer in the 1990s. Boyer (1990) argued there are four scholarships:

1. of discovery: basic or 'pure' research, the pursuit of knowledge for its own sake
2. of integration: "making connections across the disciplines, placing the specialties in larger contexts, illuminating data in a revealing way, often educating non-specialists, too"
3. of application: applying what we know through theory as well as practice to solve complex problems
4. of teaching

A recent report by the HEA into SoTL notes that it is a practice now used in the Higher Education sectors of many nations. The Report notes:

It focuses on teaching and learning strategies underpinning the curriculum, and promotes research-informed teaching. Increasingly, it also seeks to involve students by providing opportunities to learn in research-mode and to develop undergraduate research. SoTL is a research-led form of professional development, and has the potential to inform policy and practice at institutional level, for example, in career development and in the promotion and recognition of teaching excellence.

SoTL is widely recognised as having significant benefits for higher education institutions. The University of Phoenix observes that the ‘purpose of the scholarship of teaching and learning is to study and improve teaching models and practices to achieve optimal learning’. It therefore benefits the student experience directly. But there are additional benefits for the institution. It is central to improvement to universities as educational institutions and there are reciprocal benefits for staff and students as interactions in the classroom contribute to SoTL as well as *vice versa*: ‘Valuing good theory and best practices is a way to reach and teach students and aspiring scholars and practitioners’.

La Trobe Definition

La Trobe utilises the following definition. Our preference for the term SoLT, rather than SoTL, emphasises our concern to place student learning and the student experience at the centre of all we do:

The Scholarship of Learning and Teaching (SoLT) at La Trobe refers to systematic, critically reflective and evidence-based learning and teaching practice and/or leadership and/or pedagogic research. It is grounded in the relevant disciplinary and pedagogical literature, is subject to peer review, and contributes positively to continuous improvement in the student experience and the quality of teaching and assessment.

At La Trobe, SoLT activities will be agreed upon by the staff member and their supervisor for the purposes of Career Success. Engagement in SoLT can be demonstrated in a number of ways including:

- i. a critically reflective approach to development, monitoring and evaluation of subjects, courses, learning resources and curricula based on scholarly evaluation of subject and course-level data; and/or
- ii. the creation and evaluation of innovative teaching, assessment and curriculum design strategies; and/or
- iii. adoption and evaluation of technologies to enhance the student learning experience;
- iv. engaging with students systematically and as partners to improve teaching, learning and curriculum design and delivery; and/or
- v. providing sustained undergraduate research opportunities to strengthen the learning-teaching-research nexus; and or
- vi. engaging in projects funded by external or internal grants to support instructional activities; and/or
- vii. influencing and improving practice at the local or institutional levels; and/or identifying, sharing and advocating for evidence-based practice in teaching and learning at La Trobe; and/or
- viii. fostering conversations in schools, departments and colleges that are informed by national and international higher education developments, and local issues and strategic priorities; and/or
- ix. scholarly, evidence-based presentations to peers at seminars and conferences; and/or
- x. publishing pedagogic research in peer-reviewed journals.

*Paula Baron, PVC Learning Quality Innovation
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