Clinical Lead, Child Development Clinic Project

The Opportunity

Join a Faculty project team as the Clinical Lead to develop a new interprofessional paediatric clinical service founded on allied health students working under supervision in an authentic clinical setting. The broad focus of the clinic will be on assessment and treatment of various factors impacting a child’s development including physical, emotional and cognitive conditions and disabilities, as well as those of a socio-economic, psychosocial and environmental nature.

The specific services delivered by the clinic will be determined by the Faculty’s teaching and research needs, and guided by considerations such as community needs, areas of internal expertise, models of care, partnership opportunities, financial sustainability, and the desire to develop and embed a supportive and structured interprofessional learning environment for students which readies them to work in diverse clinical settings.

The Clinical Lead is an important and key project role and will be required to work collaboratively with the project team (including Faculty Director of Health Partnerships and Major Projects, Faculty Executive Manager, Director of Interprofessional Education, Faculty Marketing and Communications Manager, representatives from relevant Schools) and a variety of stakeholders including clinicians and professional staff from across the Faculty, to identify and refine a suitable clinical and operating model for the clinic, and to embed opportunities for research in the new clinical service where appropriate.
**Project Outcomes**

The project team is charged with the task of building a business case for the clinic, designing its clinical and operating model, and translating this into a functional design brief for implementation.

**Our Ideal Candidate**

The successful applicant will have a strong background in paediatric services, and a passion for training the next generation of healthcare professionals. Strong verbal and written communication skills will be essential to success in this role, as is the demonstrated ability to liaise with stakeholders to ensure community clinician and academic input into the service design, meets the needs of the community and Faculty. Demonstrable experience in contributing to the start-up/initiation phase of complex projects will be advantageous.

**What We Can Offer**

This position will be required at least until the end of 2019. Expressions of interests will be considered on a 0.4 FTE to full time basis. An academic or professional staff appointment would be considered, with remuneration dependent on the qualification, skills, ability and experience of the successful applicant.

For a professional appointment, the FTE base salary will be in the range of $96,466 - $119,678. For an academic appointment, the FTE base salary will be in the range of $67,542 - $135,276.

**Background**

In April 2019, the Faculty of Health and Behavioural Sciences (HaBS) conducted a review of its clinical operations. HaBS Clinics were defined as those in which organisational units in the Faculty administer/provide client services to the broader community for the specific purpose of student education, including outreach services such as telehealth and school visits. Clinic activity is an authentic and structured activity that is embedded within a curriculum framework and has defined learning outcomes.

It was identified during the Review that HaBS Clinics have an important role in developing and supporting clinical and real-world learning opportunities for students of the Faculty. The value of the clinics to the academic programs was commended and there was no doubt they play a pivotal role in the academic programs of the Faculty. Clinics were identified to be providing the following benefits:

- A supportive and structured learning environment for students.
- Opportunities to incrementally develop clinical skills, such as short sessional placements or observational visits, through to block placements in core areas that fulfill the requirements of clinical placements for accreditation.
- Formative activities so students are better prepared for external clinical placements.
- Full-time block placements that cannot be fulfilled by external providers due to competition and reduced capacity.
- Opportunities for inter-professional learning in a clinical setting.
- Settings and opportunities for research and innovation in clinical care that would prove difficult to implement elsewhere.
- An environment where students at risk of failing can complete requirements in a scaffolded and supported environment.
- Services to staff, students and the community, and in doing so, raise the profile and engagement of the university in a way that promotes the mission of the organisation.

It was recommended that the Faculty consider the development of multi-professional clinics focused on specific client/patient groups where this maximises the client health outcomes and student learning opportunities, including the opportunity for interprofessional practice. UG Healthy Living [https://habs.uq.edu.au/uqhealthyliving](https://habs.uq.edu.au/uqhealthyliving) was recognised as an example of this approach with its focus on healthy ageing. New clinics were suggested for consideration in areas such as child development, sports injury, chronic disease management, disability services and adult rehabilitation.

The review acknowledged that such clinics require early and ongoing engagement of clinical academic leads and school managers as well as service development leads to ensure student flow and access into such clinics are optimised within the curriculum. The opportunity to leverage existing clinical capability was considered important rather than duplicating existing services or creating internal competition for clients. Given the associated investment, new clinics must provide a value-add to justify their creation, such as improved educational outcomes and learning opportunities for students, increased numbers of clients, better health outcomes, more efficient use of space, partnership opportunities, more authentic clinical experiences or enhanced financial sustainability. The cost of not doing something also needs to be considered.

The Faculty has identified a child development clinic as the first priority for consideration.

**High Street Opportunity**

The University has purchased a building in High Street Toowong with space potentially suitable for a clinic. Space in High Street will be allocated by the University via a competitive process based on the value of the proposed use, including the supporting business case.

The project team has been tasked with developing the case for this clinic at High Street. The Clinical Lead is an essential member of this team.