



POSITION DESCRIPTION

Department of Paediatrics
Melbourne Medical School
Faculty of Medicine, Dentistry and Health Sciences

Paediatric Clinical Teaching Fellow 2019 (Multiple positions available)

POSITION NO	0031008
CLASSIFICATION	Level A
WORKFOCUS CATEGORY	Teaching
SALARY	\$87,415 - \$93,830 (pro rata for part-time)
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Part-time (0.1 to 0.2 FTE)
BASIS OF EMPLOYMENT	Fixed term - January 28 th 2019 to November 15 th 2019 Fixed term contract type: Recent Professional Practice
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 Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Wonie Uahwatanasakul MD Child and Adolescent Health Program Coordinator Tel +61 3 9345 4145 Email: wonie.uahwatanasakul@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 websites:

about.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

The University of Melbourne is committed to excellence in tertiary education. As Australia's leading biomedical Faculty, with a 150-year legacy, the Melbourne Medical School places a high priority on excellence in the areas of teaching, clinical teaching and mentoring, educational innovation and support for teaching services to students. We deeply value the contribution of the clinicians who help our students to become some of the best practitioners in the world.

There is growing recognition of the importance of having trained medical educators who are able to teach, mentor and provide leadership within the field of medicine. The Paediatric Clinical Teaching Fellow program at the Royal Children's Hospital campus is offered as a development opportunity, within the Department's Framework for Educational Excellence project. The Clinical Teaching Fellow positions provide excellent training opportunities for interested paediatric trainees, allowing them to develop and further enhance their skills as medical educators within the academic structure provided by the University.

The Paediatric Clinical Teaching Fellows are responsible for the delivery of high quality clinical teaching and learning opportunities in the Child and Adolescent Health (CAH) program within the University's medical degree. The Teaching Fellows are based at the Royal Children's Hospital campus (RCH), working under the guidance of, and reporting to, the Child and Adolescent Health Program Co-ordinators in the Department of Paediatrics, who are based at RCH campus.

The Paediatric Clinical Teaching Fellows are also offered opportunities to actively participate in the curriculum development and design of the CAH program, and to generally contribute to the overall academic objectives of the Department of Paediatrics and the Melbourne Medical School within the delivery of the medical degree.

In 2019, the CAH program will run from January to November. Teaching sites include the Royal Children's Hospital, Sunshine Hospital, Northern Hospital, Austin Hospital, Ballarat Hospital, and hospitals affiliated with the Rural Clinical School (based in Shepparton). The Paediatric Teaching Fellows are based at the Royal Children's Hospital.

The Paediatric Clinical Teaching Fellows are offered the opportunity to participate in a range of academic development activities, and are expected to participate in professional development programs designed to promote excellence in clinical teaching,

1. Key Responsibilities

Under the direction of the Child and Adolescent Health Co-ordinator(s), the Paediatric Clinical Teaching Fellow will work closely with Lead Coordinator of the medical education team, Senior Lecturer in medical education research, and other academic teaching staff and administrator(s) in the Department of Paediatrics to contribute to the delivery of a high quality education program for medical students in their third year of the MD (Principles of Clinical Practice 3).

1.1 TEACHING AND LEARNING

- ▶ Deliver teaching sessions such as clinical skills coaching at the bedside.
- ▶ Facilitate interactive sessions with groups of students to support achievement of learning objectives.
- ▶ Supervise students during the Teddy Bear Hospital sessions.
- ▶ Undertake Mini CEX assessment of students.
- ▶ Co-facilitate student simulation sessions.

- ▶ Contribute to the preparation and marking of written paper examinations.
- ▶ Act as an examiner for the Objectively Structured Clinical Examinations (OSCE) held at the end of the year

I) CLINICAL TEACHING

The time fraction for the Paediatric Clinical Teaching Fellow at 0.1 EFT equates to an average of 3.5 hours per week; 0.2 EFT equates to 7 hours per week. Work schedules/patterns for the Fellows are set to meet the MD teaching obligations of the Department:

- Within the academic term(s) (2 x 16 weeks) a Fellow will be required to commit to the following:
 - ▶ an average of two hours per week delivering contact teaching
 - ▶ assessment of students with mini CEX
 - ▶ participation in team meetings
 - ▶ assistance with OSCE and written assessments
 - ▶ facilitation of student simulation sessions
 - ▶ participation in peer observer sessions
- Outside of the academic term(s) the Fellow will have the flexibility to consolidate their time to work towards the key responsibilities described above, and to participate in the enhanced training program.
- Leave during the student teaching term is discouraged. All leave is subject to approval by the Department. Mid year student break and mid-semester breaks when student are off campus are acceptable periods for leave

II) ENHANCED TRAINING

Teaching Fellows will meet regularly to review teaching strategies, course material and student issues with Course Coordinators. As part of their professional practice development, Fellows will also be expected to engage in peer observation, to assist them to critically reflect on their teaching and inform their process of designing strategies to address any areas for improvement. Fellows will also participate in being a peer observer for other clinical teaching fellows.

Where the incumbent has not previously completed equivalent formal training, the Paediatric Clinical Teaching Fellow will be expected to participate in professional development programs designed to promote excellence in clinical teaching:

- ▶ *Teaching as You Go* (UoM Paediatrics professional development course)
- ▶ Clinical Skills Coaching or other programs identified to target specific areas of development (UoM Medical Education Unit specialist skills training)

Optional enhanced training opportunities may include:

- ▶ Access to the full range of academic development activities offered by the Faculty of Medicine Dentistry & Health Sciences' Excellence in Clinical Teaching (E.X.C.I.T.E) program

<http://excite.mdhs.unimelb.edu.au/>

- ▶ Nomination for a sponsored place in the Graduate Certificate in Clinical Teaching (UoM) (the value of this sponsorship is 25% of the course fee, the remaining 75% to be funded by the individual)¹

http://excite.mdhs.unimelb.edu.au/award_courses/graduate_certificate_in_clinical_teaching

- ▶ Train the Trainer course with the Simulation team at the Royal Children's Hospital

Participation in these optional programs will usually require the commitment of additional personal time.

1.2 KNOWLEDGE TRANSFER

- ▶ To contribute to the knowledge engagement activities of the Department as directed.

1.3 SERVICE AND LEADERSHIP

- ▶ Provide student support and mentoring.
- ▶ Attend Department meetings and/or membership of committees.
- ▶ Administrative functions related to academic duties.
- ▶ Participate in regular staff development activities.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Medical registration in Australia (or eligible for medical registration in Australia).
- ▶ FRACP (Paediatrics) or Advanced trainee of postgraduate training in paediatrics (FRACP or equivalent).
- ▶ Clinical experience in practice of paediatrics.
- ▶ Enthusiasm, experience and commitment to quality clinical teaching.
- ▶ Demonstrated commitment to enhancement of medical education and teaching skills.
- ▶ Highly developed interpersonal skills with the capacity to interact positively and communicate effectively and in a timely manner with clinical and academic colleagues, support staff, and students.
- ▶ Ability to work as a part of a team to achieve excellent educational outcomes for students.

2.2 DESIRABLE

- ▶ Experience of small group teaching.

¹ Offer of a place in the course is subject to fulfilment of the eligibility requirements and to the University's normal selection processes.

- ▶ Capacity and willingness to actively contribute to the development of curriculum, design and innovation in the delivery of clinical teaching.
- ▶ Enrolment in or completion of post graduate training in Clinical Education.

2.3 SPECIAL REQUIREMENTS

- ▶ The incumbent will be required to hold and maintain a current Working with Children Assessment notice valid for paid work <http://justice.vic.gov.au/workingwithchildren>.
- ▶ The incumbent is expected to have, or be eligible for, an honorary or paid clinical appointment at the Royal Children's Hospital, Melbourne.
- ▶ **The incumbent must be able to commit to regular weekly teaching sessions that are outside clinical placement times i.e. 12-2pm or weekday afternoons providing students are not placed in the emergency or outpatient departments, for each academic term (in 2019 the MD terms run from late January to November) - sessions to be mutually agreed.**
- ▶ **Availability to attend teaching team meetings with the teaching fellow group and course coordinators fortnightly (either on a Monday or Thursday).**
- ▶ Work outside usual hours may be negotiated for certain activities (e.g. orientation, examination, student events etc).

Where the incumbent has not previously completed equivalent formal training, the Paediatric Clinical Teaching Fellow will be expected to participate in professional development programs designed to promote excellence in clinical teaching. The Fellow may choose to contribute some additional time to this training and/or engage in other optional training opportunities (as outlined in page 4 of this document) in order to optimise the benefit to them individually.

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 DEPARTMENT OF PAEDIATRICS

<http://medicine.unimelb.edu.au/school-structure/paediatrics>

The Department of Paediatrics is the flagship representative of the University partnership with the Royal Children's Hospital, and is co-located with the hospital in Flemington Road, Parkville.

The Department of Paediatrics is a large department within the School of Medicine. The Department has responsibility for the Child & Adolescent Health component of the Doctor of Medicine course of the School. There are approximately 80 academic and professional staff, 270 honorary academic staff, and more than 150 students who are enrolled to pursue research degrees from Honours, Masters and PhD. A further 60 students undertake research in the Research Project component of the MD course. The departmental operational budget is around \$6Mpa, with a further \$6M of research income generated. Members of the Department publish more than 550 peer reviewed publications each year.

The Department delivers a range of teaching across the clinical, biological and health sciences, and within the MD program and is responsible for the teaching of child and adolescent health, paediatric surgery, and other specialties in relationship to children, adolescents and their families, including mental health. Other programs include post-graduate courses in Adolescent Health & Welfare and Genetic Counselling as well as Research Higher Degrees.

The Department of Paediatrics plays a pivotal role in the life of the Royal Children's Hospital, with its members being actively involved in policy development and senior management. Members of the Department make major contributions to the development of child and youth health policy, and also to broader aspects of health policy at a national and state level.

Working with its partners, The Royal Children's Hospital and the Murdoch Childrens Research Institute, the University's Department of Paediatrics' vision for the Royal Children's Hospital campus is to be an integrated research, teaching and clinical institute (and environment) with the overall aim of benefiting child and adolescent health.

5.1.1 THE ROYAL CHILDREN'S HOSPITAL

The Royal Children's Hospital is a state-wide teaching, training and research paediatric hospital. The hospital provides tertiary, secondary and primary child and adolescent health services, including mental health services.

The Royal Children's Hospital has a major leadership role in child and adolescent health in Victoria with state-wide specialist roles. It is a tertiary and quaternary paediatric referral centre providing specialist services and multidisciplinary clinics for sick infants, children and adolescents from Victoria, Tasmania, South Australia and southern New South Wales. The Royal Children's Hospital also provides specialised paediatric care for patients from overseas, particularly from south-east Asia, Nauru and Fiji.

The Royal Children's Hospital plays a major role in child public health, health promotion and advocacy for children and young people's health. It provides the full spectrum of medical and surgical paediatric services, as well as a number of specialist tertiary paediatric services and health promotion and prevention programs for infants, children and adolescents. These services are provided on both an inpatient and ambulatory basis.

Teaching, training and research are fundamental elements of the Royal Children's Hospital. The Royal Children's Hospital is part of a child health precinct, and in partnership with the Murdoch Children's Research Institute, the University of Melbourne, LaTrobe University, Deakin University, Monash University and RMIT University, ensures clinical services are integrally linked with teaching, training and research.

These relationships are crucial in providing opportunities for significant participation in the public health agenda for children and young people, for 'translational research' to drive laboratory and clinical findings into health promotion and prevention programs and for driving new paradigms and models of care.

5.2 MELBOURNE MEDICAL SCHOOL

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

The Melbourne Medical School (MMS) was established in 1862 and has a substantial international reputation for its leadership in teaching and training, health research, policy and practice. The 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.

The MMS is composed of eight clinical departments (General Practice, Medical Education, Medicine and Radiology, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Rural Health and Surgery) which are embedded within clinical health services throughout metropolitan Melbourne and rural Victoria.

The MMS delivers a suite of health related graduate programs including the Doctor of Medicine (MD), the first professional entry Masters level medical program in Australia. The Melbourne MD delivers a fresh approach to medical training and creates a new benchmark in 21st century medical education.

The MMS is committed to improving the wellbeing of the community through the discovery and application of new knowledge. The research effort of the school is highly collaborative and spans basic to translational research and involves over 800 graduate researchers and 1000 academic staff.

The MMS also actively participates in the public debate and advocacy around key health issues and policy based on our values of commitment, integrity, compassion, respect and service.

5.3 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.

5.4 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 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*.

5.6 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 <http://www.unimelb.edu.au/governance>