



## POSITION DESCRIPTION

Department of Rural Health  
Faculty of Medicine, Dentistry and Health Sciences

### Community Placement Coordinator

<b>POSITION NO</b>	0040864
<b>CLASSIFICATION</b>	PSC 6
<b>SALARY</b>	\$79,910 - \$86,499 p.a. (pro rata)
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>WORKING HOURS</b>	0.5 FTE Part time
<b>BASIS OF EMPLOYMENT</b>	Fixed Term to 31 Dec 2018 Fixed-term contract type: External Funding
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/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 Staff' or 'Prospective Staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Keryn Bolte Tel +61 3 5823 4525 Email <a href="mailto:keryn.bolte@unimelb.edu.au">keryn.bolte@unimelb.edu.au</a> <i>Please do not send your application to this contact</i>

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[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Position Summary***

The Department of Rural Health (DRH) will undertake a number of new initiatives to increase support of nursing and allied health students undertaking a placement in rural Victoria. The DRH delivers its education programs across a distributed network of campuses and regional health services distant from the main campus at Parkville and according to targets and attributes prescribed by the Commonwealth funded Rural Medical Training (RMT) and Multidisciplinary Training Programmes.

The Community Placement Coordinator will develop innovative education streams for student placements in nursing and allied health students across our regions. Working with rural health services, this role will develop new placements in community-based settings for nursing and allied health students.

The Community Placement Coordinator will work with the student placement team at the DRH and relevant university and health and community partners in order to develop and implement innovative health education programs. This position will be offered at Shepparton.

- **Reporting line:** The position reports to the Student Placement Manager who will provide broad supervision.
- **Supervisory responsibilities:** This position may supervise casual staff.
- **Financial delegation and/or budget responsibilities:** Not applicable.

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

- ▶ Develop new educational programs for nursing and allied health student placements in community settings, by:
  - developing innovative placements,
  - liaising with relevant health partners and stakeholders,
  - recruiting students,
  - liaising with university departments,
  - providing student orientation and support,
  - recruiting appropriate student supervisors
  - ensuring appropriate supervision,
  - ensuring appropriate assessment and
  - evaluating the placements
- ▶ Use relevant evidence to develop service learning, student clinics and community-based placements for students
- ▶ Identify educational needs of students in local health services and develop innovative educational pathways to address the gap.
- ▶ Develop educational materials for students on placement accessible via multiple mediums.
- ▶ Develop educational resources for student supervisors accessible via multiple mediums.
- ▶ Contribute to the development of the student placement team and its projects.
- ▶ Source new placements and teaching environments in the region.

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**

- ▶ A relevant tertiary degree in Nursing or Allied Health.
- ▶ Experience in inter-professional teaching or community-based education
- ▶ Outstanding verbal communication / interpersonal skills with the ability to communicate and present to a range of stakeholders from school, university and health sector, environments.
- ▶ Well-developed and effective negotiation and influencing skills
- ▶ Excellent written skills including report writing and documentation.
- ▶ Excellent organisational skills.
- ▶ Demonstrated ability to work in an independent manner, and to exercise initiative and work with a minimal level of supervision, and as part of a multidisciplinary team, to achieve project goals and meet agreed deadlines.
- ▶ Experience in or commitment to working effectively in a multi-site environment.

### **2.2 DESIRABLE**

- ▶ Previous experience in an educational environment
- ▶ Previous experience in community engagement
- ▶ Experience in working with students

### **2.3 SPECIAL REQUIREMENTS**

- ▶ As the position requires regular travel to remote locations not easily accessible by public transport, the incumbent will need to have a current Victorian Drivers licence.
- ▶ A flexible approach to working hours in necessary as this role will require work outside normal hours and travel to support the operations of the Department of Rural Health during peak periods.

## **3. Job Complexity, Skills, Knowledge**

### **3.1 LEVEL OF SUPERVISION / INDEPENDENCE**

The incumbent works under the direction of the Student Placement Manager. The position has a high degree of independence, prioritizing tasks and developing procedures with discretion. Very complex matters requiring a high degree of academic judgment and policy matters are referred to Student Placement Manager.

### 3.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent resolves problems independently and exercises judgement in consideration of sensitive and complex matters. The position involves a thorough understanding of the context within which the Department of Rural Health, Rural Clinical School and UDRH operate as well as a clear appreciation of the consequences and implications of decisions which are made. A detailed knowledge of policy and procedures and the ability to think laterally in developing proposals/solutions to problems is required.

### 3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The position requires extensive and in-depth knowledge of the wide range of services and programs offered by the Faculty, as well as partner health service capacity to meet clinical teaching capacity and quality requirements in the nursing, dentistry, allied health and professional and post-graduate medical disciplines. The position also requires a detailed knowledge and understanding of the external contract obligations on the delivery of programs by the DRH under its Rural Health Multidisciplinary Training programs funded by the Commonwealth Department of Health. The incumbent must have a solid understanding of the administrative functions performed by the Department of Rural Health, Rural Clinical School, UDRH, and Faculty as well as establish effective relationships with equivalent administrative units within health service partners and other training institutions which place students in these locations. The position is required to also have a detailed understanding of Student Administration and Systems and Student Support Services and the extent to which they can be provided to these new initiatives and provides advice to DRH senior staff, students and trainees on relevant policy and procedures.

The incumbent must demonstrate effective communication skills with staff located across the DRH teaching locations and student placement sites, with Faculty academic program managers and with health service partners and potential partners.

The incumbent supports public relations and community engagement activities and is expected to have an in depth knowledge of how to appropriately engage with local communities in general and relevant community service groups in particular.

The position is expected to have a high degree of computer literacy and to contribute to problem solving and developing innovative solutions to education support initiatives utilising ICT, video conferencing and web based system.

### 3.4 RESOURCE MANAGEMENT

Nil

### 3.5 BREADTH OF THE POSITION

The incumbent will undertake a range of professional tasks particularly relating to project management and communication, interacting with health services and other key stakeholders.

The position works closely with Student Placement Manager in a range of health disciplines, as well as managers in a large number of existing health service partners and potential partners for the development and delivery student placement initiatives

The position represents the University in a large number of strategically important regional health services and funding bodies such as the Commonwealth and State Departments of Health. Appropriate consultation with stakeholders and partners and competent delivery by the incumbent will have a significant impact on the success of the new initiatives and the reputation of the University, affecting current and future activities in the region.

The position has a formal reporting relationship to the Student Placement Manager.

#### ***4. 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.

#### ***5. 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.

## **6. Other Information**

### **6.1 DEPARTMENT OF RURAL HEALTH**

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

The School of Rural Health was established in February 2002 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. Students are also placed in smaller towns. New facilities have been established as part of the Northern Victorian Rural Medical Education Network (NVRMEN) initiative include consulting rooms in general practice, and lecture and skills centre facilities across Northeast Victoria.

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.

### **6.2 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES**

[www.mdhs.unimelb.edu.au](http://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.

### 6.3 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>.

### 6.4 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.

## 6.5 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>