



## POSITION DESCRIPTION

Department of Medical Education, Northern Clinical School  
Faculty of Medicine, Dentistry and Health Sciences

### Specialist Simulation Education (Teaching Specialist)

POSITION NO	0045257
CLASSIFICATION	Level B
WORK FOCUS CATEGORY	Teaching Specialist
SALARY	\$98,774.38 – \$117,289.53 p.a (pro rata); Clinical Loading of \$19,605 p.a (pro rata) may apply
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Part-time (0.2 FTE)
BASIS OF EMPLOYMENT	Fixed Term position available for 1 year
OTHER BENEFITS	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
HOW TO APPLY	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Leonie Griffiths Tel +61 3 8468 0642 Email <a href="mailto:leonieg@unimelb.edu.au">leonieg@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 websites:  
[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Position Summary***

Located at The Northern Hospital in Epping, the Simulation Teaching Specialist will join an innovative teaching team and provide high level teaching and learning opportunities for the MD medical students.

In the delivery of the University of Melbourne medical course at the Northern Clinical School, the Teaching Specialist will provide leadership and guidance to the nursing and medical educators in simulation medicine. The role incorporates coordination of teaching, assessment, timetabling and curriculum development to support students in their clinical learning.

The Simulation Teaching Specialist will be required to work closely with all teaching staff, including the Procedural Skills Specialist teacher, clinical partners and students in furthering the goals and objective of the Melbourne Medical School. This will be achieved through the provision of high quality service and coordination as outlined in the position description.

Directly responsible to the Director of Medical Student Education, the appointee will also be required to liaise with the relevant Departments and Units at Northern Health.

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

#### **1.1 TEACHING AND LEARNING**

- ▶ Prepare and deliver lectures in medical simulation
- ▶ Conduct teaching in the simulation centre
- ▶ Contribute to the development of innovative ways to teach, assess and certify competency of students' skills for the MD curriculum in the simulated environment.
- ▶ Contribute to the development of new course/subject material and review of existing course/subject material in medical simulation
- ▶ Liaise and consult with teaching, clinical and professional staff within the Melbourne Medical School and Northern Health regarding course/subject/clinical requirements.
- ▶ Where appropriate, contribute to production of conference and seminar papers and publications
- ▶ Occasional contributions to teaching within research field

#### **1.2 KNOWLEDGE ENGAGEMENT**

- ▶ Establish and maintain liaison with clinical partners
- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 4.

#### **1.3 RESEARCH**

- ▶ Developing and participating as required in the research of teaching and learning and its outcomes for courses conducted in the Melbourne Medical School.

- ▶ Integrating research related to resuscitation medicine and simulation teaching within the curriculum.
- ▶ Contribute to the development of evidence based teaching in medical education.

#### 1.4 LEADERSHIP AND SERVICE

- ▶ Contribution to the Melbourne Medical School
- ▶ Membership of other relevant University committees
- ▶ Participating in relevant academic and Northern Health committees.

## 2. *Selection Criteria*

### 2.1 ESSENTIAL

- ▶ A medical qualification recognisable in Australia and Fellowship in an Australian College (e.g FRACP, FRACGP, FACCRM, etcetera)

OR

Current registration as a Registered Nurse Division One with the Australian Health Practitioners Registration Authority with a specialist qualification in a field of Emergency or Critical Care Nursing and a strong background in clinical work with current competence in clinical and procedural skills

- ▶ Australian Resuscitation Council Advanced Life Support Instructor (level 1)
- ▶ Experience in teaching procedural skills, resuscitation skills and simulation in the acute hospital environment.
- ▶ Experience in patient bedside teaching and supervision of students
- ▶ Highly developed interpersonal skills, with excellent verbal and written communication skills, and an ability to maintain confidentiality at all times
- ▶ Demonstrated initiative and innovation across a range of teaching styles
- ▶ Ability to engage students and work effectively with staff members, as a member of a team
- ▶ Excellent organisational skills
- ▶ Capable of developing good working relationships with all levels of medical practitioners and other health professionals in hospital
- ▶ Commitment to and experience in medical education, curriculum development and delivery and assessment in a clinical setting
- ▶ An understanding of the needs of medical students of all backgrounds, and the ability and willingness to counsel or refer students as needed
- ▶ Demonstrated ability to be adaptive and accepting of new ideas, and a willingness to approach new challenges and adjusts plans to meet new priorities.

### 2.2 DESIRABLE

- ▶ Completion of, or working towards a post graduate qualification in medical education.
- ▶ Familiarity with the functioning of the University of Melbourne

- ▶ Record of scholarship related to learning and teaching, such as communication and dissemination of teaching practice, participation in research on how students learn in the discipline, attendance or presentation at conferences related to learning and teaching
- ▶ Familiarity with the Northern Health protocols, procedures and clinical equipment.

### 2.3 SPECIAL REQUIREMENTS

Work outside usual hours may be required if running interprofessional education

## 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 MEDICAL EDUCATION

<http://medicine.unimelb.edu.au/study-here/md>

The Department is based across six precincts of the Melbourne Medical School, all at key hospital sites, as well as conducting academic activities in surgery at other hospitals. The Department of Surgery at The Royal Melbourne Hospital forms the focus for academic activities in surgery for The University of Melbourne and The Royal Melbourne Hospital. Members of the department are involved in research and in both undergraduate and postgraduate teaching in surgery. These activities are undertaken both within the department, and more broadly on the hospital campuses.

## 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](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.

#### 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>