



POSITION DESCRIPTION

Melbourne School of Psychological Sciences
The Faculty of Medicine, Dentistry & Health Sciences

Senior Lecturer in Clinical Psychology

POSITION NO	0032145
CLASSIFICATION	Level C
SALARY	\$120,993 - \$139,510 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time
BASIS OF EMPLOYMENT	Continuing
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	Name Professor Kim Felmingham Tel +61 3 8344 1523 Email k.felmingham@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 website:
about.unimelb.edu.au/careers

Position Summary

The Melbourne School of Psychological Sciences is one of the leading schools of Psychology in Australia, with active research programs in Behavioural Neuroscience, Clinical Psychology, Clinical Neuropsychology, Cognitive Psychology, Developmental Psychology, Quantitative and Mathematical Psychology, and Social Psychology. The School has a large undergraduate and fourth-year teaching program and an extensive postgraduate program providing research and professional training.

We are seeking to appoint an outstanding individual who can complement and extend our research strengths in clinical psychology, contribute to our postgraduate clinical psychology teaching program, and provide professional leadership in a public health setting. The successful applicant will show evidence of the ability to develop an international reputation in clinical psychology research and research supervision, an ability to provide outstanding classroom teaching and a strong commitment to service and engagement.

Successful applicants will have an established track record of publication in leading international journals and competitive grant success.

A commitment to innovative, high-quality teaching at the undergraduate and postgraduate levels, an ability to provide research supervision for fourth-year and postgraduate research students, as well as supervision for professional masters students, is essential. The successful applicant will be expected to participate actively in all aspects of the School's activities, including teaching, research, research supervision, administration, and engagement.

1. Key Responsibilities

1.1 RESEARCH AND RESEARCH TRAINING

- ▶ Develop a program of clinically relevant research in Psychological Sciences.
- ▶ Disseminate the results of research through conferences, workshops, and peer-reviewed journals.
- ▶ Seek research funding through competitive grants and other sources, and to provide supervision for research students
- ▶ An established track record of academic achievement via publications in international journals, demonstrable ability obtaining external research funding as well as capacity to attract and successfully supervise research students to completion.
- ▶ Potential for research leadership and the ability to achieve an international reputation in research.
- ▶ Demonstrated teaching skills, a commitment to excellence in teaching at both the undergraduate and postgraduate levels, and an ability to develop and deliver high-quality teaching programs in Clinical Psychology.
- ▶ A strategic perspective on the sustainability and future growth of clinical education.
- ▶ Promotion of high standards for clinical practice, training and research as well as the development and promotion of scientifically based practices and approaches to training.
- ▶ Partnering with key external stakeholders.

1.2 TEACHING AND LEARNING

- ▶ Contribute to the teaching, clinical supervision, and research supervision, in the M.Psych (Clinical) and M.Psych. (Clinical)/PhD, honours, research courses, and undergraduate program in Psychological Sciences, and to develop opportunities for students in Psychological Sciences for clinical placement and research.
- ▶ Development of course material, including online resources.
- ▶ Preparation and delivery of lectures, seminars, tutorials, practical classes, demonstrations or workshops.
- ▶ Briefing of tutors.
- ▶ Marking and assessment, including preparation of marking guides and oversight of marking by tutors.
- ▶ Consultation with students, including moderation of online discussion forums.
- ▶ Acting as a subject coordinator.

1.3 ENGAGEMENT

- ▶ Participate in activities that strengthen the links between the University and the community and which help in the dissemination and utilisation of psychological knowledge.

1.4 LEADERSHIP AND SERVICE

- ▶ Participate in activities that strengthen the links between the University and the community and which help in the dissemination and utilisation of psychological knowledge.
- ▶ To participate in administrative activities associated with undergraduate and postgraduate teaching, research, and other aspects of School and Faculty activity.
- ▶ Attending School and Faculty meetings and participating in School, Faculty and University committees.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5
- ▶ Provide leadership in developing research initiatives in the cognitive psychology/behavioural neuroscience area.
- ▶ Provide leadership in the review and development of curriculum in the cognitive psychology/behavioural neuroscience area.
- ▶ Contribute to the School's strategic planning and policy decision making processes by membership of relevant School Committees.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Professional training in Clinical Psychology at the Master's or Doctoral level, and a PhD or equivalent research higher degree in Psychology or a cognate discipline.
- ▶ Registration as a psychologist under the Health Practitioner Regulation National Law Act (2009) with an endorsement as a clinical psychologist (or evidence to demonstrate eligibility).
- ▶ Registered with the Psychology Board of Australia as a Board Approved Supervisor to provide clinical supervision to students in the clinical masters program.

- ▶ Experience in teaching at the undergraduate and postgraduate level.
- ▶ Evidence of academic achievement via publications in international journals as well as demonstrated potential to obtain external research funding and supervise professional masters and research students.
- ▶ A broad knowledge of theory and practice in clinical psychology.
- ▶ High level clinical skills and a demonstrated capacity to provide clinical supervision to students enrolled in the Clinical Psychology Program.
- ▶ An ability to work effectively as part of team including an open and effective communication style.
- ▶ Flexibility, responsiveness and engagement in clinical settings.
- ▶ A focus on, and understanding of, community needs.

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/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

5. Other Information

5.1 MELBOURNE SCHOOL OF PSYCHOLOGICAL SCIENCES

<http://psychologicalsciences.unimelb.edu.au/>

Our research program is broad, with strengths in clinical science, cognitive and behavioural neuroscience, and cognitive, developmental and social psychology. We benefit from strong interdisciplinary collaborations across the University, and from a remarkable collection of hospital and research institute partners. An exciting development now underway is our world-class initiative in the analysis of complex human data, which capitalizes on our strong tradition in mathematical and computational psychology. Another strength is our expanding research hub in decision science and decision neuroscience that will broaden our interdisciplinary links.

The School's highly regarded teaching programs include accredited undergraduate majors in Arts and Science, breadth subjects for students in other degrees, and a Graduate Diploma program for graduates seeking an accelerated psychology major. We offer a large honours program and two popular Master of Psychology programs in clinical psychology and clinical neuropsychology that train our future clinical leaders. We also offer a large PhD program, which launches postgraduate students into a diversity of careers in research, academia, policy and leadership.

Our School prides itself on being engaged with the community. Many of our academics are gifted science communicators who make research come alive and bring psychology to bear on matters of significant public interest and concern. We run a busy schedule of public lectures, debates and have a lively traditional and social media presence.

5.2 THE FACULTY OF MEDICINE, DENTISTRY & 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 \$630m 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

5.3 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>.

5.4 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.

5.5 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>