



POSITION DESCRIPTION

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

Senior Lecturer General Practice (Wangaratta Campus)

POSITION NO	0049008
CLASSIFICATION	Senior Lecturer (Level C)
SALARY	\$126,128 - \$145,431 p.a. (pro rata) (Level C) Plus a clinical differential loading of \$19,605 p.a. (pro rata)
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Part Time 0.1 EFT (fixed term) position available until 31 Dec 2020 Fixed Term Contract Type: External Funding
OTHER BENEFITS	www.hr.unimelb.edu.au/careers/info/benefits
CURRENT OCCUPANT	New position
HOW TO APPLY	Online applications are preferred. Go to www.jobs.unimelb.edu.au and use the Job Search screen to find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Dr Steven Bismire Tel +61 3 5823 4556 Email steven.bismire@unimelb.edu.au

For information about working for the University of Melbourne, visit our websites:

www.hr.unimelb.edu.au/careers
www.hr.unimelb.edu.au/careers/working-at-melb

Position Summary

The Department of Rural Health (the Centre) is based in Shepparton, but also conducts its activities in Ballarat, Wangaratta and many other locations. The Centre's funding comes predominately from Department of Health, through the Rural Health Multidisciplinary Training Program comprising the "Rural Clinical School (RCS) program" and the "University Department of Rural Health program", as well as several other smaller programs. The Centre also provides clinical education in a rural environment other professional disciplines in the Faculty (dental, nursing and allied health).

Located at the Department of Rural Health campus in Wangaratta, Victoria, you will be responsible for the delivery of teaching sessions appropriate to the specialty of general practice in the clinical years of the MD program. Responsible to the Deputy Director of Medical Student Education (Extended Rural Cohort (ERC) and Wangaratta) for teaching in Wangaratta, you will be required to work closely with the Clinical School and the University.

Crucial to the success of the Centre are:

- The development and maintenance of good relationships with other health service providers;
- A willingness to take a broad perspective of the role and how you can collaboratively contribute to all activities of this new and relatively small School, beyond your area of special interest.

1. Selection Criteria

1.1 ESSENTIAL

- 1.1.1 A medical qualification recognisable in Australia and Fellowship in an Australian College (e.g. RACGP) or an equivalent and recognised postgraduate clinical qualification.
- 1.1.2 Demonstrated ability to develop good working relationship with all levels of medical practitioners, and other health professionals, in hospitals and diverse community settings.
- 1.1.3 A commitment to furthering the role of the University within the Rural Clinical School.
- 1.1.4 Experience in clinical teaching, medical education, and curriculum delivery, preferably in the clinical field, with consistent high teaching evaluations and positive student feedback.
- 1.1.5 Strong teaching practice evidenced by curriculum development at the discipline or interdisciplinary level, and/or;
- 1.1.6 A high level of involvement in professional activities at a national level, and/or;
- 1.1.7 Demonstrated experience with the creative use of information technology in teaching program.
- 1.1.8 Highly developed interpersonal skills and a demonstrated ability to work collaboratively and flexibly within a team.
- 1.1.9 An understanding of the needs of students. Ability and willingness to counsel students as required.

- 1.1.10 Familiarity with the functioning of the regional hospitals and the University at all levels.
- 1.1.11 Self motivated and proven organisational and administrative skills.
- 1.1.12 A commitment to appropriate further training in medical education.

1.2 DESIRABLE

- 1.2.1 Completion of, or working towards a post graduate qualification in medical education.
- 1.2.2 Familiarity with the University of Melbourne in general, and rural health issues.
- 1.2.3 A strong record in scholarship of teaching, and/or;
- 1.2.4 Evidence of leadership capability.

2. Special Requirements

- 2.1 Work outside usual hours is required during certain periods (orientation, examination, retreats, etc).
- 2.2 A clinical appointment at a health service provider that takes Rural Clinical School student placements.
- 2.3 Travel to Melbourne and other sites will be required for staff and University planning meetings, orientation, examinations, etc. Occasional travel to national meetings may be required.

3. Key Responsibilities

Teaching and learning

- 3.1 Clinical teaching of Rural Clinical School students based at Wangaratta. Clinical teaching includes the preparation and delivery of lectures, tutorials, practical classes, demonstrations, workshops, clinical sessions and other modes of teaching. The innovative and creative use of information technology will be an essential component of the teaching program.
- 3.2 Provide academic consultation to students.
- 3.3 A significant contribution to marking and assessment of medical student work.
- 3.4 Communication of professional skills by example.
- 3.5 Contribute and be involved in Rural Clinical School meetings and any relevant committees.

Leadership and Service to the Rural Clinical School

- 3.6 Attendance at meetings and committee work within the University and Northeast Health Wangaratta Hospital as required.
- 3.7 Assist with the organisation and supervision of student examinations.
- 3.8 Perform all tasks to a high standard, with a high degree of autonomy and responsibility in academic and administrative activities.
- 3.9 Contribute to the development and evaluation of the curriculum and teaching programs for the medical course
- 3.10 Where appropriate, active involvement in clinical activity of associated health service institutions is considered an important component of clinical leadership and educational activity
- 3.11 Educational and administrative support in delivering programs of MD2 / MD3 / MD4 curriculum

Pastoral Care

- 3.12 General care and counselling for students regarding their academic progress
- 3.13 General care and counselling for students experiencing personal or other difficulties

Research and Research Training

- ▶ Participate in research relating to medical education independently and as a member of a research team as appropriate
- ▶ Produce quality conference and seminar papers and publications as appropriate

Engage with national bodies associated with medical education research and training eg Federation of Rural Australian Medical Educators.

Lead increasing engagement in Faculty development in research training for medical practitioners across Northeast Victoria, specifically encouraging uptake of research training for clinician educators leading to an increased offering of MD Research Projects at the Wangaratta campus.

Participate in research investigating innovative supervision models for junior doctor trainees in Northeast Victoria leading to publication of the impact of such models.

Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

4. Other Information

4.1 RURAL CLINICAL SCHOOL

The School of Rural Health was established in February 2002 and became the Academic Centre for Rural Health in 2010 when it was incorporated into the Melbourne Medical School. The Centre became the Department of Rural Health in 2015. The Department attracts the majority of its funding from the Commonwealth Department of Health 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's largest campus is at Shepparton, in buildings adjacent to the 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 being built as part of the NVRMEN initiative include consulting rooms in general practice, new lecture and skills centre facilities across Northeast Victoria.

Rural Health programs include:

Rural Clinical School – one of four University of Melbourne clinical schools developed to teach 25% of students for at least 1 year of their clinical training. The RCS takes 55-64 Commonwealth Supported students (CSP) each year. Within these numbers the Extended Rural Cohort (ERC) is comprised 30 students per year and they spend their entire clinical training time at the School from July 2009.

Department of Rural Health– 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 Department assists the LaTrobe 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 Centre also houses the Primary Health Care Program, Evaluation and Development (PCHRED) program and the new Centre of Excellence in Rural Sexual Health (CERSH) was established in March 2009.

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

4.2 MELBOURNE MEDICAL SCHOOL

The Melbourne Medical School is organised into seven Academic Centres comprising 23 departments and six clinical schools. The School is closely associated with major teaching and other hospitals,

(http://mdhs.unimelb.edu.au/our_connections/teaching_hospitals)

general practices and community health centres in metropolitan, regional and rural Victoria which provide clinical training for medical students. Through its Academic Centres and departments it also maintains a close relationship with major research institutes. (http://mdhs.unimelb.edu.au/our_connections/research_institutes).

Further information about the School is available at <http://www.medicine.unimelb.edu.au/>

4.3 FACULTY OF MEDICINE, DENTISTRY AND HEALTH SCIENCES

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 2011 gross revenue was in excess of \$500M. Approximately 40% of this income relates to research activities.

The Faculty has a student teaching load in excess of 7,000 equivalent full-time students including more than 1,000 research higher degree students. The Faculty has approximately 2,200 staff comprising 700 professional staff and 1,500 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.

Further information about the Faculty is available at <http://www.mdhs.unimelb.edu.au/>

4.4 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at www.futurestudents.unimelb.edu.au/explore/about/reputation-rankings

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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 www.hr.unimelb.edu.au/careers.

4.5 GROWING ESTEEM AND THE MELBOURNE MODEL

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. www.growingesteem.unimelb.edu.au

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 Model. 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.

4.6 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

4.7 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 www.unimelb.edu.au.

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.