



## POSITION DESCRIPTION

Department of Medical Education  
Melbourne Medical School

# Clinical Teaching Associate- Gynaecological and Breast

<b>POSITION NO</b>	0056888
<b>CLASSIFICATION</b>	UOM 6
<b>SALARY</b>	\$60.26 casual hourly rate
<b>SUPERANNUATION</b>	Employer contribution of 11.5%
<b>WORKING HOURS</b>	Ad hoc
<b>BASIS OF EMPLOYMENT</b>	Casual
<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 Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES &amp; APPLICATIONS</b>	<a href="mailto:spep-program@unimelb.edu.au">spep-program@unimelb.edu.au</a>

For information about working for the University of Melbourne, visit our website:  
[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Acknowledgement of Country***

The University of Melbourne acknowledges the Traditional Owners of the unceded land on which we work, learn and live: the Wurundjeri Woi Wurrung and Bunurong peoples (Burnley, Fishermans Bend, Parkville, Southbank and Werribee campuses), the Yorta Yorta Nation (Dookie and Shepparton campuses), and the Dja Dja Wurrung people (Creswick campus).

The University also acknowledges and is grateful to the Traditional Owners, Elders and Knowledge Holders of all Indigenous nations and clans who have been instrumental in our reconciliation journey.

We recognise the unique place held by Aboriginal and Torres Strait Islander peoples as the original owners and custodians of the lands and waterways across the Australian continent, with histories of continuous connection dating back more than 60,000 years. We also acknowledge their enduring cultural practices of caring for Country.

We pay respect to Elders past, present and future, and acknowledge the importance of Indigenous knowledge in the Academy. As a community of researchers, teachers, professional staff and students we are privileged to work and learn every day with Indigenous colleagues and partners.

## ***Position Summary***

The Department of Medical Education's Sensitive Physical Examinations Program is a unique program that delivers essential teaching to medical students on best practice in sensitive physical examinations, such as gynaecological and breast examinations. The aim of the program is to educate the next generation of doctors on how to receive informed consent and conduct these sensitive physical examinations safely and respectfully.

Clinical Teaching Associates (CTAs) are from the community, trained to act as patients presenting for a gynaecological or breast examination, who demonstrate the skills required to perform a breast or gynaecological examination as well as the communication, interpersonal, and consent skills required to deliver best practice, patient-centred care. CTAs will act as patients while being examined by Doctor of Medicine students, providing real-time feedback to the students who perform the examinations.

Clinical Teaching Associates will be provided specific training to develop expertise in demonstrating examinations, communication, consent, and provision of constructive feedback to Doctor of Medicine students.

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

- Demonstrate professional behaviour and techniques for performing a gynaecological or breast examination
- Demonstrate hygienic practices prescribed in the protocols
- Demonstrate consent to a genital examination
- Memorise a patient's history and provide the information to the student as per the role instructions
- Demonstrate and act as a patient being examined, providing consent when adequately consented by the students.

- Provide appropriate feedback during and after the examinations to support student learning.
- Attend and support exams of other CTAs to ensure safety for both the CTA and student and provide guidance to the student.
- Debrief on any tutorials or sessions and provide feedback to the academic and administration teams as required.

## ***2. Selection Criteria***

### **2.1 ESSENTIAL**

- Biological female genital anatomy and breasts, within the range of normal anatomical variety and willing to be examined by an independent medical practitioner to satisfy this requirement.
- Comfortable with demonstrating gynaecological and breast examinations during a tutorial.
- Comfortable with receiving multiple gynaecological and breast examinations during a tutorial, with more than one person present.
- Excellent interpersonal skills, with strong written and verbal communication skills.
- A demonstrated ability to maintain confidentiality, particularly as relates to interactions with students.
- High degrees of reliability and punctuality.

### **2.2 DESIRABLE**

- Experience and training in education or healthcare related fields.
- Experience speaking and performing to an audience.
- Willing to travel to Shepparton, Wangaratta, Ballarat and Geelong for tutorials. Transport will be provided.

### **2.3 OTHER JOB-RELATED INFORMATION**

- Occasional work out of ordinary hours or travel may be required.

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

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

The incumbent will work under the broad direction of the relevant academic and professional coordinators for the teaching activity and will work with a range of internal and external stakeholders with minimum supervision.

### **3.2 PROBLEM SOLVING AND JUDGEMENT**

The incumbent is expected to independently relate training to work assignments, rethink the way a specific body of knowledge is applied to solve problems, adapt procedures to fit policy prescriptions or use theoretical principles in modifying and adapting techniques.

The incumbent is expected to be professional and show insight in solving problems given the time-critical and collaborative nature of the work they undertake and to exercise discretion in determining where consultation with the coordinating academic or professional staff team members is required.

### 3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent must have a sound understanding of the structure and teaching requirements of the Doctor of Medicine program, knowledge of Clinical Schools, affiliated clinical sites and key staff involved in the delivery of the program.

### 3.4 RESOURCE MANAGEMENT

A broad understanding of available resources and judgement based on the teaching needs is required.

### 3.5 BREADTH OF THE POSITION

Clinical Teaching Associates will have a wide range of responsibilities. This includes maintaining an understanding of the examination procedures, adapting to students with differing learning needs, ensuring genuine consent, communicating during the examination process, maintaining hygienic practices during the examinations, providing feedback and working as a team. The incumbent will liaise with a range of staff including professional and academic staff within the Melbourne Medical School, and the Faculty of Medicine, Dentistry and Health Sciences, as well as with the broader University community and potentially the medical profession.

## 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/people/community/responsibilities-of-personnel>

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 MEDICAL EDUCATION**

<https://medicine.unimelb.edu.au/school-structure/medical-education>

The Department of Medical Education was established as a department within the Melbourne Medical School in 2015. It has responsibility for the delivery of the Doctor of Medicine (MD) course, research in medical education and a range of professional development postgraduate and non-award programs.

As the first Australian professional entry masters level program, the Melbourne MD creates a new benchmark in 21st century medical education. It delivers advanced clinical and academic training to ensure students are prepared for the challenges of a high-quality medical internship. The MD is a 4-year program with an intake of approximately 350 students per year. The degree is delivered through our Parkville campus, metropolitan and rural Clinical Schools, partner organisations.

The Department delivers high quality research-informed postgraduate and professional development programs, facilitated by leaders in the field of health professional education. Created for clinicians from any discipline these programs are designed as professional development for health professionals in the areas of clinical teaching, clinical leadership and clinical research.

The research groups within the department focus scholarly engagement within a number of key research interests in medical education:

- Work Integrated Learning
- Curriculum, Assessment and Evaluation
- Healthcare Communication
- Student Engagement and Experience

The department employs approximately 350 staff to deliver the education, research and engagement activities of the department. This is complemented by a large, actively engaged honorary staff network.

### **6.2 MELBOURNE MEDICAL SCHOOL**

[www.medicine.unimelb.edu.au](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.

### 6.3 FACULTY OF MEDICINE, DENTISTRY & 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 \$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

### 6.4 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>.

## 6.5 ADVANCING MELBOURNE

The University's strategic direction is grounded in its purpose. While its expression may change, our purpose is enduring: to benefit society through the transformative impact of education and research. Together, the vision and purpose inform the focus and scale of our aspirations for the coming decade.

Advancing Melbourne reflects the University's commitment to its people, its place, and its partners. Our aspiration for 2030 is to be known as a world-leading and globally connected Australian university, with our students at the heart of everything we do.

We will offer students a distinctive and outstanding education and experience, preparing them for success as leaders, change agents and global citizens.

We will be recognised locally and globally for our leadership on matters of national and global importance, through outstanding research and scholarship and a commitment to collaboration.

We will be empowered by our sense of place and connections with communities. We will take opportunities to advance both the University and the City of Melbourne in close collaboration and synergy.

We will deliver this through building a brilliant, diverse and vibrant University community, with strong connections to those we serve.

The means for achieving these goals include the development of the University of Melbourne's academic and professional staff and the capabilities needed to support a modern, world-class university. Those means require a commitment to ongoing financial sustainability and an ambitious infrastructure program which will reshape the campus and our contribution to the communities we engage with. This strategy, and the priorities proposed, is centred around five intersecting themes; place, community, education, discovery and global.

## 6.6 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 <https://about.unimelb.edu.au/strategy/governance>

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