

## POSITION DESCRIPTION

Department of Medicine, St Vincent's Hospital  
Faculty of Medicine, Dentistry and Health Sciences

### Clinical Research Nurse and Diabetes Educator

POSITION NO	0053129
CLASSIFICATION	UoM 7
SALARY	\$96,002 - \$103,921 p.a. (pro rata)
SUPERANNUATION	Employer contribution of 9.5%
WORKING HOURS	Part Time (0.6 FTE)
BASIS OF EMPLOYMENT	Fixed term for 12 months
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> , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Catriona Sims Tel 0447 482 010 <a href="mailto:Catriona.sims@unimelb.edu.au">Catriona.sims@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 website:  
[about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)

## ***Position Summary***

Located at St Vincent's Hospital in the Department of Medicine, Faculty of Medicine, Dentistry and Health Sciences, the appointee will be responsible for contributing to clinical trial research as part of a broader diabetes research team with a focus on type one diabetes. The incumbent may also be required to contribute to other diabetes-related research projects. The incumbent is expected to lead protocol implementation at site including participant education, sample collection, liaising with PI at the site, and data entry. The incumbent reports to the Research Project Portfolio Manager.

We invest in developing the careers and wellbeing of our students and staff and expect all our leaders to live our values of:

- Collaboration and teamwork
- Compassion
- Respect
- Integrity
- Accountability

## ***Key Responsibilities***

- ▶ Provide leadership in study protocol implementation, for studies at the study site, St Vincent's Hospital
- ▶ Educate study participants according to the needs of the protocols, including use of relevant diabetes related technologies
- ▶ Collect and analyse samples and relevant data from study participants through the course of all protocols.
- ▶ Educate and provide high level support to other medical staff regarding protocol implementation and technical operation of diabetes technically related equipment including insulin pumps and CGM and uploading platforms
- ▶ Ensure that document preparation and storage meets the standards and compliance obligations for clinical research and reporting agencies.
- ▶ High level of proficiency in the use of standard application software such as the Microsoft Office suite to ensure accurate and efficient data collection and documentation.
- ▶ In consultation with the Principal Investigator, other senior study staff and Research Project Portfolio Manager, monitor and review study progress to ensure that study milestones are met according to the agreed timeframes set in the funding agreement
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 6.

## ***1. Selection Criteria***

### **1.1 ESSENTIAL**

- ▶ Must hold a qualification as a Credentialed Diabetes Educator with a minimum of 5 years' experience
- ▶ Current GCP certification and a sound understanding of the principles of Good Clinical Practice (GCP) and an excellent knowledge of applicable Australian and international regulations and guidelines with ability to maintain research data/records
- ▶ Experience in the coordination and management of clinical trials in a hospital setting.
- ▶ Experience in phlebotomy and IV cannulation (certificates preferred)
- ▶ In depth and practical knowledge of diabetes insulin pump technology and continuous glucose monitoring (CGM) use and education across multiple industry platforms
- ▶ Highly developed interpersonal, written and verbal communication skills with the ability to liaise and work effectively with a range of people across all levels of the organisation
- ▶ High level problem solving skills and attention to detail, with the ability to exercise judgement and initiative, while maintaining commitment to achieving outcomes
- ▶ High level organisational and time management skills, including the ability to prioritise workloads, work well under pressure, autonomously, and organise own work and others to meet deadlines

### **1.2 DESIRABLE**

- ▶ Occasional interstate travel and afterhours availability
- ▶ Driver's License

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

### **2.1 LEVEL OF SUPERVISION / INDEPENDENCE**

The incumbent is expected to operate on a day-to-day basis with a very high level of autonomy in fulfilling the responsibilities of the position, including strong initiative and pro-activity in leading protocol implementation

### **2.2 PROBLEM SOLVING AND JUDGEMENT**

The incumbent will have advanced problem solving skills and the ability to plan, prioritise and delegate tasks usually without reference to a higher level. The Clinical Research Nurse and Credentialed Diabetes Educator is required to identify potential issues and ensure these are overcome whilst maintaining the integrity of the study.

### **2.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE**

Extensive knowledge and experience in insulin pump and other relevant technologies is required. In addition, knowledge and ability to deal with the issues unique to being part of a multi-site study across a diverse range of health services and academic institutions is essential for this position

## 2.4 RESOURCE MANAGEMENT

The incumbent is expected to manage the full range of study resources, including all devices and protocol documentation, ensuring resources are kept at the optimal level for effective protocol execution

## 2.5 BREADTH OF THE POSITION

The incumbent will be required to develop strong working relationships with a wide range of stakeholders from various organisations, including study personnel, medical professionals, health service staff and study participants at the site.

## ***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 MEDICINE, ST VINCENT'S HOSPITAL

[www.medicine.unimelb.edu.au/medicine-and-radiology](http://www.medicine.unimelb.edu.au/medicine-and-radiology)

The Department of Medicine and Radiology is a large and diverse department in the Melbourne Medical School that undertakes research, postgraduate and undergraduate teaching within the University of Melbourne teaching hospitals. The Department of Medicine, St Vincent's Hospital is a large, research-active node of the Department. Research at the Department of Medicine, SVH encompasses basic, clinical and applied research in a range of areas. The ultimate goal of our research is to improve the treatment of human disease. Driven by clinical questions, our work covers aspects of the basic mechanisms of biology and physiology, clinical and community-based epidemiology, and clinical trials for new therapies and devices. We have outstanding academic and professional staff, highly proficient in a diverse range of clinical, research, teaching and administrative skills.

## 5.2 MELBOURNE MEDICAL SCHOOL

[www.medicine.unimelb.edu.au](http://www.medicine.unimelb.edu.au)

Established in 1862, Melbourne Medical School (MMS) in the Faculty of Medicine, Dentistry and Health Sciences at The University of Melbourne is the oldest medical school in Australia. It is internationally renowned for global leadership in teaching and training, health research, policy and practice. The School is ranked 14th in the world (Times Higher Education World University Rankings 2020 for clinical, pre-clinical and health), has strong academic partnerships and ground-breaking collaborative research programs with leading public and private hospitals, as well as leading medical research institutes and centres in Australia and internationally.

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.

With thirteen clinical departments (Baker Department of Cardiometabolic Health, Clinical Pathology, Critical Care, General Practice, Medical Education, Infectious Diseases, Medicine, Obstetrics and Gynaecology, Paediatrics, Psychiatry, Radiology, Rural Health and Surgery) the MMS has more than 900 academic and professional staff members at our Parkville campus or embedded within health services throughout metropolitan Melbourne and rural Victoria. MMS staff are privileged to work alongside more than 2400 honorary appointees from the health sector who tirelessly contribute their time, knowledge and clinical expertise to the education of our students. The School has partnerships and research collaborations across the 30 partner organisations in the vibrant Melbourne Biomedical Precinct, as well as national and international partnerships.

MMS delivers a suite of health-related graduate programs including the Doctor of Medicine (MD), the School's flagship program. It was the first Masters level entry-to-practice medicine qualification developed in Australia, setting a new benchmark in medical education.

MMS is committed to improving community wellbeing through the discovery and application of new knowledge. With annual research income of \$95 million, the School's research effort is highly collaborative, spanning basic and translational research. MMS has over 500 higher degree by research candidates.

School staff members also lead and participate in public debate and advocacy around key health issues and policy based on the MMS values of commitment, integrity, compassion, respect and service.

Under the leadership of Professor John Prins, MMS is undertaking exciting new developments, including a major review of the MD curriculum, an emphasis on the clinician-scientist career trajectory (in partnership with affiliated hospitals, medical research institutes and foundations), and a reinvigorated focus on clinically relevant research.

Commencing in 2022, the MD redesign will allow students to build their own unique medical degree. Practical time in clinics and research options will start in the first year. The core units will be available online, allowing flexibility. And discovery subjects will offer a chance to explore a wide range of topics or deep dive into a future specialty including the choice to learn extra skills and even take part in a joint degree.

These initiatives are being enhanced by a number of recruitment opportunities (through retirements, resignations and recent funding acquisitions) for a range of leadership positions across the School. These positions present a wonderful opportunity for appointees to help drive the strategy, growth and continued excellence of Australia's leading medical school.

### 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>