



POSITION DESCRIPTION

Medicine, Dentistry and Health Sciences
School of Health Sciences, in collaboration with
the Centre for Digital Transformation of Health

Implementation Science Research Fellow

POSITION NO	0051161
CLASSIFICATION	Postdoctoral Research Fellow
SALARY	\$110,236 to \$139,173 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1.0 FTE)
BASIS OF EMPLOYMENT	Fixed term position until project end date (7 September 2025)
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 Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Professor Jill Francis Email jjfrancis@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

In the Melbourne School of Health Sciences, in Parkville, implementation science research is led by Professor Francis, who works to strengthen implementation research across the School and Faculty. This opportunity is available through a cross-School collaboration in the Faculty of Medicine, Dentistry and Health Sciences. This MRFF-funded project is led by A/Prof Yasmin Jayasinghe in the Melbourne Medical School in collaboration with the School of Health Sciences and the Centre for Digital Transformation of Health, together with the ANZCO Clinical Trials Network. The project aims to develop clinician-led digital tools to improve diagnosis and treatment in paediatric adolescent and young adult oncofertility patients and deliver them in nine centres throughout Australia. Supported by Professor Francis, and in collaboration with the research partners, the Implementation Science Research Fellow will be responsible for (a) assessing organisational readiness for change in relation to a complex and innovative intervention; (b) designing and conducting interview and questionnaire studies to assess barriers to uptake, using previously published methods; and (c) identifying implementation techniques to address the barriers, managing a user co-design process to operationalise the techniques in the nine centres.

This position is primarily located in Parkville; however, some on-site work will be involved in partnership with healthcare practitioners and participating organisations. Hence, travel to the participating sites will be necessary (involving approximately annual visits).

Implementation research encompasses a full range of 'complex intervention' methods, including audits, exploratory studies, intervention development methods, randomised studies, process evaluations, and evaluations of acceptability, fidelity and feasibility. These require a strong theoretical component; the mechanisms of change need to be well understood so that implementation interventions can be optimised and adapted to context if necessary. Implementation interventions are sets of strategies that may be used to address evidence-practice gaps. Some of these strategies work and some are not effective, so implementation research seeks to build an evidence base about which strategies are likely to lead to improvements in the quality and efficiency of care. This project will thus add to the body of knowledge about how implementation strategies work in a range of organisational contexts.

In the spirit of cross-disciplinary research, the successful applicant will collaborate closely with the Centre for Digital Transformation of Health, being fully involved in meetings with Centre staff. The Research Fellow will also be line managed and supported in the School of Health Sciences, including full membership of the Implementation Research Group. The successful applicant is expected to be responsible for contributing to this project with minimal supervision, requiring a high degree of responsibility, self-motivation and organisation. The Fellow will be expected to function as an effective and central team member across the multidisciplinary research team.

1. Key Responsibilities

1.1 RESEARCH AND RESEARCH TRAINING

- ▶ Develop or build upon an understanding of the key areas of implementation science and health services research.
- ▶ Plan and carry out research on nominated project and provide general co-ordination of sub-projects
- ▶ Collate and analyse data for exploratory studies and for the development and evaluation of implementation interventions
- ▶ Participate in the preparation of manuscripts, funding applications and ethics applications
- ▶ Produce high quality research outputs in peer review journals
- ▶ Disseminate research findings through presentation at conferences and other public forums
- ▶ Provide input into decisions about future studies including the sourcing of potential funds and development of grant applications
- ▶ Engage with, and develop, collaborative research partnerships within the School, the Faculty and with national and international partners
- ▶ Contribute to the supervision of graduate students.

1.2 ENGAGEMENT

- ▶ Attend and contribute actively to team meetings at all levels, including the research team, Centre for Digital Transformation of Health team, School of Health Sciences teams and the Implementation research Group. This will involve participation in discussions on related research publications and the presentation of research data for discussion
- ▶ Present study results at local, national and international forums
- ▶ Attend and actively participate in departmental and school seminars, meetings and/or committee memberships.

1.3 SERVICE AND LEADERSHIP

- ▶ Undertake administrative activities commensurate for a Level B academic
- ▶ Effectively demonstrate and promote University values including diversity and inclusion and high standards of ethics and integrity.
- ▶ Perform other tasks as requested by the project leader, supervisor or the Head of School
- ▶ Undertake Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in Section 4.

2. Selection Criteria

2.1 ESSENTIAL

- ▶ Bachelor degree in Behavioural Science or health-related discipline, with post-graduate applied health sciences or health services research expertise
- ▶ Completion of a PhD or equivalent qualification
- ▶ An emerging record of publications, conference papers and/or reports, or professional or technical contributions which provide evidence of strong research potential
- ▶ Demonstrated ability to theorise interventions, e.g., to identify likely causal mechanisms of behaviour change
- ▶ Sound analytical skills with an ability to communicate complex information clearly both orally and in writing
- ▶ High level organisational skills: the ability to set priorities, meet deadlines, initiate and follow-up actions, all with minimal or no supervision
- ▶ Evidence of the ability to work as a member of a team in a co-operative and collegial manner
- ▶ Demonstrated knowledge of Good Clinical Practice requirements and adherence to the ICH-GCP and WHO guidelines for the conduct of scientific research
- ▶ Demonstrated ability to establish and maintain collaborative working relationships nationally and internationally across a broad hierarchy of clinical and research professionals
- ▶ Demonstrated commitment to the Faculty values of Collaboration & Teamwork, Compassion, Respect, Integrity, and Accountability.

2.2 DESIRABLE

- ▶ Experience in the preparation of research proposal submissions to external funding bodies and evidence of success in securing funding
- ▶ Demonstrated ability to supervise, or co-supervise, Honours, Masters and/or PhD students
- ▶ Demonstrated ability to communicate effectively with healthcare professionals
- ▶ Data visualization and basic statistical analysis skills, and skills in qualitative research (interviewing, analysis)
- ▶ Project management of multi-method studies
- ▶ Demonstrated attention to detail and experience in data auditing, quality assurance and control
- ▶ A current Australian driver's licence.

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 SCHOOL OF HEALTH SCIENCES

The Melbourne School of Health Sciences (MSHS) is a School within the Faculty of Medicine, Dentistry and Health Sciences. It is an inter-professional learning organisation at the forefront of leadership in health sciences education, clinical research, scholarship, professional practice, workforce training and engagement that contributes to local, national and global efforts to improve health and wellbeing. The MSHS values and ensures strong relationships with the health professions, workforce agencies, the community, governments, accreditation and regulating authorities, and industry partners. It values a strong discipline focus and professional identity while fostering inter-professional collaborations and synergies in teaching, clinical education and research.

The MSHS educates graduate entry and post-graduate students in the disciplines of Nursing, Social Work, Physiotherapy, Audiology and Speech Pathology through accredited programs tailored to workforce needs both nationally and internationally. It provides local and overseas students with training to enable them to be competent and effective health professionals who are work ready and eligible for registration. The School also delivers professional education courses and training for health sciences professionals and builds strong relationships with the alumni in each discipline.

The School currently comprises approximately more than 120 academic and professional staff as well 200 honorary staff. There are more than 1,100 equivalent full-time students, including more than 100 higher degree research students. The School has an impressive research profile including a strong record of national competitive grants and significant involvement with the health care industry through Co-Operative Research Centres and research contracts.

Further information about the Melbourne School of Health Sciences is available at:

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

5.2 CENTRE FOR DIGITAL TRANSFORMATION OF HEALTH

The Centre for Digital Transformation of Health is a cross-disciplinary centre that sits in the Faculty of Medicine, Dentistry and Health Sciences, and the School of Computing and Information Systems.

With a vision of connected healthcare, the Centre aims to address a critical gap in the translation of digital health research, which is clearly needed if the healthcare system is to benefit from research-led advances in digital health. The Centre aims to significantly grow the field of digital health research at the University of Melbourne through creating the right environment for the type of inter-disciplinary, collaborative research that correlates with research excellence and impact to flourish. Through bringing together researchers, educators, healthcare and digital health professionals, patients and the public, the focus on translation of digital health innovations into clinical practice will enable a future where the healthcare system is transformed through digital health innovation.

The Centre's strategy is underpinned by connecting the strengths in health and medical research in the Faculty of Medicine, Dentistry and Health Sciences, to the strengths in informatics, computing and data science in the School of Computing and Information Systems and across the University to create a collaborative, inter-disciplinary ecosystem that supports translation to real-world research impact in the healthcare system. Its three strategic pillars are focussed on better use of health data, integrating digital health innovations into the healthcare system and upskilling the healthcare workforce.

5.3 FACULTY OF MEDICINE, DENTISTRY AND 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 \$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>