



## POSITION DESCRIPTION

Department of Clinical Pathology  
Faculty of Medicine, Dentistry and Health Sciences

# Subject Coordinator in Supportive Care and Palliative Care

<b>CLASSIFICATION</b>	Lecturer, Level B.6
<b>WORKFOCUS CATEGORY</b>	Teaching Specialist
<b>SALARY</b>	Casual rate of \$91.99
<b>SUPERANNUATION</b>	Super Guarantee Charge (SGC)
<b>WORKING HOURS</b>	Casual
<b>BASIS OF EMPLOYMENT</b>	Fixed term position available for the Supportive Care and Palliative Care teaching period, Term 4 2024
<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>	Applications to be sent to Grace Chan <a href="mailto:chan.g1@unimelb.edu.au">chan.g1@unimelb.edu.au</a> by end of <b>Friday 10 May 5.00pm</b> addressing all essential selection criteria and appending your CV and cover letter.
<b>CONTACT FOR ENQUIRIES ONLY</b>	A/Prof Bhaumik Shah Acting Course Convenor Email <a href="mailto:bhaumik.shah@unimelb.edu.au">bhaumik.shah@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)

## **1. Position Summary**

The Master of Cancer Sciences is a fully online two-year part time course offered jointly by the Victorian Comprehensive Cancer Centre (VCCC) Alliance and the University of Melbourne (UoM). The philosophy behind the Master of Cancer Sciences is to provide a contemporary, evidence-based program to health professionals to improve the outcomes and quality of life for patients with cancer and ultimately to improve cancer treatment outcomes.

We require a Subject Coordinator in the Supportive Care and Palliative Care subject (specifically the Palliative Care section) to support a tutorial group of up to 25 online graduate students and supervision of the Teaching Assistant (if required by enrolment numbers). This will involve familiarisation around content, announcements, online invigilation of the student discussion fora, consultation and monitoring of student engagement, delivery of webinars, assessment grading and evaluation and quality improvement activities.

This will be a casual position, on an as required basis, with an estimated workload of 5-7 hours per week for 2 weeks prior, 8 weeks of teaching and 3 weeks post the Term 4, 2024 teaching period (14 Oct – 8 Dec). The individual will need to be available for all four tutorials scheduled during the terms. The subject will be delivered annually in Term 4, so there is an opportunity for the individual to teach into the forthcoming years.

This position is responsible for the Teaching Assistant, Supportive Care and Palliative Care (if required by enrolment numbers).

## **2. The Subject – Supportive Care and Palliative Care**

### **2.1 OVERVIEW**

With the rapidly increasing volume of patients with a diagnosis of cancer there are an increasing number of patients having to deal with the consequences of cancer. This subject will provide an evidenced-based, best practice approach to both palliative care and survivorship care. It will address the physical, emotional and spiritual consequences of diagnosis, treatment and the supportive care services that address those. Students will also develop a detailed understanding of palliative care, its goals, techniques and limitations. In doing so, students will also explore the role of the multidisciplinary teams in various health care delivery models and how that influences patient centred care.

### **2.2 INTENDED LEARNING OUTCOMES**

On completion of this subject, students should be able to:

- ▶ Demonstrate knowledge of the consequences of cancer treatment on cancer survivors
- ▶ Determine how supportive care addresses the multi-faceted effects of cancer on patients and their families
- ▶ Demonstrate a detailed understanding of the role of palliative care for cancer patients, including its goals, techniques and interaction with other medical and allied health clinicians
- ▶ Critically reflect on the psychosocial, cultural, ethical and spiritual issues for patients, families and carers who have, or have had, a diagnosis of cancer

## 2.3 GENERIC SKILLS

- ▶ Advanced analytic skills
- ▶ Skills in working collaboratively with individuals, groups and organisations
- ▶ Increased capacity to manage unfamiliar problems
- ▶ Improved written and communication skills
- ▶ Increased ability to work independently and be self-motivated

## 2.4 ASSESSMENT

- ▶ Short answer assessment (1000 word equivalent); Due end of week 4; (20%)
- ▶ Presentation via web platform (10 minutes, 1000 word equivalent); Due end of week 6; (20%)
- ▶ Written assignment (2500 words); Due end of teaching period; (50%)
- ▶ Participation in Discussion Board discourse (500 word equivalent); Week to week; (10%)

# 3. Key Responsibilities

## 3.1 TEACHING AND LEARNING

- ▶ Coordinate online teaching of the Supportive Care and Palliative Care subject (specifically the Palliative Care section) within the Master of Cancer Sciences within the Department of Clinical Pathology.
- ▶ Create a positive and inclusive learning environment through engagement activities such as announcements, online invigilation, and student support
- ▶ Encourage critical thinking and ensure that the students' knowledge is challenged and probed
- ▶ Familiarise yourself with the goals, content, and assessment requirements of the subject
- ▶ Prepare, set up and deliver webinars delivered as part of the subject
- ▶ Assist students with the development of study skills necessary for academic success and refer students to appropriate sources of support as needed
- ▶ Follow appropriate assessment policies such as utilising plagiarism software and rubrics to mark student assessment tasks and log all data into the online platform
- ▶ Demonstrate a proactive reflexive teaching practice through seeking guidance from senior teaching staff and student feedback
- ▶ Apply contemporary pedagogical insights to teaching practice, recognising the evolving process of group development and the different roles that a facilitator plays at different stages
- ▶ Contribute to quality improvement processes and provide academic mentoring of students based on student feedback and faculty experience surveys
- ▶ Undertake course and teaching evaluations and peer review activities and make appropriate changes to improve teaching and learning.
- ▶ Participate in professional development activities focused on teaching and learning.
- ▶ Other contributions as required.

### **3.2 SERVICE, LEADERSHIP AND ENGAGEMENT**

- ▶ Supervise and support the Training Assistant, Supportive Care and Palliative Care (if required by enrolment numbers).
- ▶ Be involved in academic and cancer professional communities and identify and develop strategies to influence the direction of cancer education.
- ▶ Participate in community and professional activities related to the relevant disciplinary area
- ▶ Effective demonstration and promotion of University values including diversity and inclusion and high standards of ethics and integrity
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5
- ▶ Attend and actively participate in departmental and school seminars, meetings and/or committees.
- ▶ Engage in learning and career development of self and others.
- ▶ Engage with other teaching staff and with research staff in the Department of Clinical Pathology.

### **3.3 STAFF SUPERVISION**

- ▶ Supervise and manage casual staff as required, including ensuring that they participate in relevant induction programs.

### **3.4 IN ADDITION TO THE ABOVE, AN APPLICANT APPOINTED AT LEVEL B WILL BE EXPECTED TO**

- ▶ Contribute to the development of new methodologies in teaching and learning.
- ▶ Provide significant input into curriculum review, development, and assessment.
- ▶ Contribute to the promotion of Supportive Care and Palliative Care projects to students.
- ▶ Engage and liaise with cancer biologists to involve them in the review, coordination, and teaching of specialised areas of Supportive Care and Palliative Care as required.

## ***4. Selection Criteria***

### **4.1 ESSENTIAL**

- ▶ Either a PhD, substantial progress towards PhD or a Master's degree in a palliative care cancer related discipline or clinical specialisation
- ▶ Demonstrated skills and experience in supporting online learning communities
- ▶ Demonstrated excellent verbal and written communication skills for effective teaching collaboration and engagement
- ▶ Proven rapport with university students and a commitment to pastoral matters
- ▶ Proven capacity to work in a team environment
- ▶ Willingness to work collaboratively and collegially with practising cancer scientists and clinicians to develop content.
- ▶ Enthusiasm, initiative, reliability and willingness to undertake new challenges.

- ▶ Ability to work constructively both independently and as a member of a team.
- ▶ Demonstrable excellence in organisational skills and an ability to manage administrative tasks, set priorities, meet deadlines, and achieve goals in a complex working environment.
- ▶ High level interpersonal communication skills.
- ▶ High level computer literacy.
- ▶ Potential to build an academic career in teaching and to take on leadership responsibilities in teaching with the department and school.
- ▶ Working with Children Check

#### 4.2 DESIRABLE

- ▶ Demonstrated potential to supervise or co-supervise and mentor undergraduate, honours and postgraduate students where appropriate.
- ▶ Demonstrated experience administering student cohorts on learning management systems

## 5. *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.

## 6. *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.

## 7. Other Information

- ▶ Demonstrated potential to supervise or co-supervise and mentor undergraduate, honours and postgraduate students where appropriate.
- ▶ Demonstrated experience administering student cohorts on learning management systems

### 7.1 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.

## 7.2 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>