

Job Class Profile: Nurse Educator**Pay Level: NS-33 Point Band: 995-1045**

Factor	Knowledge	Interpersonal Skills	Physical Effort	Concentration	Complexity	Accountability & Decision Making	Impact	Development and Leadership	Environmental Working Conditions	Total Points
Rating	7	6	3	5	7	6	6	3	3	
Points	327	100	19	24	210	130	124	64	32	1030

JOB SUMMARY

The Nurse Educator performs professional nursing education work in preparing competent practitioners for the health care community. Maintains and contributes to the quality and standards of nursing education by planning, developing, coordinating and evaluating all theory and clinical programs.

Key and Periodic Activities:

- Develops, coordinates and teaches classroom, laboratory, clinical or distance delivery of courses in collaboration with other faculty to ensure that learners gain the necessary skills, knowledge and abilities to provide quality care. Includes reviewing and revising curriculum, supervision of nursing students in the clinical setting, evaluating student competency, developing learning plans and providing guidance to Nursing Instructors in the coordination and delivery of clinical and laboratory education.
- Selects appropriate teaching methodologies to deliver courses.
- Promotes the integration of research into classroom, laboratory and distance teaching and clinical practice.
- Facilitates knowledge discovery and professional socialization by guiding, mentoring, role modelling and challenging learners to be self-directed and creative in learning.
- Promotes a collaborative, collegial faculty-learner interaction that fosters a conducive learning environment.
- Conducts ongoing evaluation of learners, courses and programs.
- Participates in scholarly activities at the regional, provincial, national and international levels which includes: writing research proposals; collecting and analyzing research data; conducting literature reviews; reviewing textbooks for use in nursing education and practice; developing and evaluating instructional materials; collaborating with colleagues to review and revise courses and with stakeholders to address nursing education issues.
- Participates in independent, collaborative and interdisciplinary research and dissemination of findings.
- Participates in organizational governance through committee membership.
- Serves as a consultant in practice areas to include policy and procedure development and the sharing of research findings on specific nursing competencies.
- Supports interdisciplinary and interagency alliances that facilitate development of competent nurses for practice.

Key and Periodic Activities:

- Participates in the process of health and social policy development through representation on professional and government committees, special interest groups and community boards.
- Partners with various educational institutions, health and community organizations, the business community and government departments to develop initiatives which benefit the community.

SKILL**Knowledge****General and Specific Knowledge:**

- Canadian and Global Health Care.
- Nursing and Medical Practice.
- Nursing curriculum and course development.
- Policy development.
- Adult learning.

Formal Education and/or Certification(s):

- Minimum: Undergraduate Degree in Nursing plus Masters Degree in Nursing.
- Current registration with Association of Registered Nurses of Newfoundland and Labrador.

Years of Experience:

- Minimum: 3 – 4 years of experience.

Competencies:

- Ability to utilize computer to complete work activities.
- Ability to apply research techniques to develop policy and curriculum.
- Ability to analyze research findings and to use critical thinking to work activities.
- Ability to facilitate and present at meetings or educational events.
- Ability to write reports and proposals.

Interpersonal Skills

- A range of interpersonal skills are utilized and include listening to information from others as Nurse Educators share information with one another on a variety of topics; asking questions to assess the knowledge of nursing students; providing routine and complex information as part of the teaching responsibilities; providing care and comfort to patients in the clinical setting; teaching and training nursing competencies; coaching or mentoring new faculty or staff teaching a course (i.e. course leader role for Nursing Instructor positions); making formal presentations regarding research projects and gaining the cooperation of others to complete committee related work.
- Communications occur with employees within the immediate work area and department as well as other departments; supervisors and managers; nursing students and departmental executives.
- The most significant contacts are nursing students, co-workers/colleagues and managers/administrative staff.

EFFORT

Physical Effort

- Work demands occasionally result in fatigue, requiring periods of rest.
- When working in the clinical setting, repositions patients in bed and assists with moving patients from bed to chair and to walk.
- Sitting is required to perform computer related duties (i.e. research, policy and course development), while standing and walking are required to perform nursing education work in classroom, laboratory and clinical settings. Occasionally, work requires awkward or cramped body positions as well as strength and endurance.
- Manual or physical activities include fine finger or precision work to operate a computer while hand tools and equipment requiring control pertains to teaching clinical skills such as injections, IV therapy, vital signs assessment, wound care and oxygen monitoring.

Concentration

- **Visual** concentration is required to perform computer work including research (i.e. reviewing, analyzing and verifying data); to read text, reports, student assignments and patient charts and to observe students in the clinical setting (i.e. preparing medications with correct dosage).
- **Auditory** concentration is required when teaching and evaluating patient assessment as well as when completing patient assessments with students in the clinical setting (i.e. auscultating heart and lung sounds). Also, to listen attentively to students as well as alarms in the clinical setting which signal a need for nursing care.
- **Other sensory demands** such as touch and smell are related to teaching health assessment and performing health assessments in the clinical setting with students. Palpation is important when performing abdominal and skin assessments and chest percussion. Smell can be utilized to detect infection.
- **Repetition** requiring alertness is evident when performing data entry as well as supervising students administering medications, intravenous therapy and other complex nursing procedures.
- **Time pressures and deadlines** are constantly present as course outlines, lectures, presentations and assessment tools must be ready for scheduled classes, labs and clinical rotations. Student papers and assignments must be corrected in a timely manner in order to provide feedback. Deadlines exist regarding committee work performed and submissions for publishing and funding.
- **Interruptions** occur frequently to discuss student issues and concerns.
- **Lack of control over work pace** occurs when work demands are high and interruptions are frequent.
- **Higher than normal levels of attentiveness or alertness** for the health and safety of others is primarily relevant to working in clinical settings to ensure students provide safe, competent care to patients. Supervising students administering medications, intravenous therapy and other complex nursing procedures requires attentiveness to ensure the procedures are completed correctly.
- **Eye hand coordination** is required to operate computers; to teach clinical skills (i.e. medication preparation, physical assessment, IV therapy); to administer various tests and operate a variety of medical equipment.
- **Exact results and precision** is required to teach clinical skills (i.e. sterile technique, IV

insertion); to calculate drug dosages; the compilation of statistical data into reports; when performing patient assessments with students since inaccurate assessments could result in inappropriate patient care and to correct student work ensuring marks and grades are entered accurately into databases.

Complexity

- Work tasks and activities are typically different/unrelated and require a broad range of skills and a diversity of knowledge.
- Typical challenge or issue would relate to developing, implementing and evaluating a teaching methodology to accommodate students with different learning styles and expectations to determine the competency level of undergraduate nursing students in a fast paced, complex and technical work environment. Determining the competency level of students is essential to ensure patient safety.
- With regards to research studies, a typical issue relates to the ability to conduct multiple types of studies and the ability to analyze and interpret statistical tests and make recommendations based on the findings. This requires critical thinking and analytical skills.
- References available to address typical challenges or issues include student and faculty handbooks; Standards of Practice for Nurses in Newfoundland and Labrador; Entry level Competencies for Nurses in Newfoundland and Labrador; Code of Ethics; professional literature and research into best practices and colleagues, administrators and co-workers.

RESPONSIBILITY

Accountability and Decision-Making

- Work tasks and activities are generally not prescribed or controlled as there is a degree of academic freedom regarding course delivery and evaluation even though the curriculum is prescribed.
- Independent decisions are made regarding teaching methods and student progress, research interests and community service/committee responsibilities.
- Decisions requiring supervisory approval would include any decisions involving financial or human resource implications including travel approval, equipment and learning resources expenditures.
- Due to a degree of academic freedom, discretion is exercised in teaching, research and community service activities (i.e. select course content, delivery systems and teaching/evaluation methodologies; research programs and what type of community service to be involved with).
- Discretion and judgment are utilized in student evaluation. Policies and procedures are followed however professional judgment is used to deal with unanticipated events.
- A very high degree of independent discretion and judgment is utilized during research activities; clinical evaluation of students in determining whether or not students meet predetermined criteria as well as to develop and deliver courses aimed at preparing students to meet entry level competencies.

Impact

- Work tasks and activities are generally not prescribed or controlled as there is a degree of

academic freedom regarding course delivery and evaluation even though the curriculum is prescribed. Has complete autonomy to be self-directed and independent in performing job duties.

- Results of work tasks and activities are directly felt within the immediate work area, department, organization, community and on nursing students as they are taught the ability to perform the duties of a registered nurse. Dissemination of research findings may impact best practices and policy decisions made by stakeholders in the nursing community and health care organizations.
- Results of work tasks and activities directly impact health and safety as nursing students are taught nursing competencies and provide patient care during clinical practice; information in terms of policies and procedures; processes and systems as a result of committee work performed; corporate image in terms of producing competent nurses.
- Consequences of mistakes or errors are directly felt within the immediate work area since the teaching/learning process may be hindered; within the department as inaccurate information provided to students could impact student achievement and possibly lead to negative impacts on patients in the clinical setting; errors in guiding students in the clinical setting (i.e. calculating and administering medications) could also have negative impacts on patients which could lead to a negative impact on corporate image. In terms of research, errors in statistical analysis could impact the interpretation of the research and the transfer of accurate information into clinical practice.
- Typical time frame to identify and resolve consequences of mistakes or errors depends upon the nature of the mistake/error. For example, medication errors made when administering medications with students may be discovered immediately while errors in teaching may not be identified until it impacts on student competence.

Development and Leadership of Others

- There is no supervision of staff.
- Educates nursing students in classroom, laboratory and clinical settings or through distance delivery. Provides on-the-job advice, guidance, direction, training and feedback to nursing students regarding progress and achievement; provides formal classroom, laboratory and clinical nursing education; acts as a technical mentor (i.e. course leader for clinical and/or laboratory courses taught by Nursing Instructors which includes providing advice, guidance and direction to instructors); acts as an advisor to new faculty and students; leads research teams and projects and act as committee chairperson for a variety of nursing and community committees.

WORKING CONDITIONS

Environmental Working Conditions

- There is a requirement for special universal precautions (i.e. hand washing, infection control) and personal protective equipment such as goggles, gloves, masks, gowns and special respirators are required in certain clinical situations.
- Limited likelihood of cuts, bruises, abrasions, minor illnesses, fractures or injury/occupational illness resulting in partial or total disability.
- Occasional exposure to infectious diseases, odours, bodily fluids, chemicals, sharp objects and

toxic substances when working in the clinical environment. Exposure to computer glare.